



31 Segovia, San Clemente, CA 92672  
(949) 369-3867 • TECemail@aol.com

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**PBS TeacherLine**  
**2000-2001**  
**Evaluation Report**  
**October 31, 2001**

**Carla Lane, Ed.D.**  
Principal Evaluator

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Evaluation Report  
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**Carla Lane, Ed.D.  
Principal Evaluator  
The Education Coalition**

**Executive Summary**

**TeacherLine: Program Overview**

TeacherLine is a Web-based preK-12 professional development service. TeacherLine is developing new, flexible models of professional development that are high quality, adaptable to local and state standards, and reflect the needs of teachers. It responds to the need for higher standards in teaching and student learning. The goals of TeacherLine are to help teachers improve the teaching and learning of mathematics and integrate technology into classroom practice.

Partners in TeacherLine include the National Council of Teachers of Mathematics (NCTM) and the International Society for Technology in Education (ISTE) which focus the project on mathematics standards and technology standards. At the local level partners include sixteen public television stations and six lead educational agencies (LEAs) which provide the customized service to meet state standards and district/school needs. There were 16 public television stations and six local education agencies participating during the 2000-2001 year of the grant (see Table 1).

**Table 1: TeacherLine Participants 2000-2001**

Public Broadcasting Stations	Local Education Agencies
<ol style="list-style-type: none"> <li>1. KAET/ASSET Arizona</li> <li>2. KCET California</li> <li>3. Rocky Mountain PBS Colorado</li> <li>4. IPTV Iowa</li> <li>5. LPB Louisiana</li> <li>6. MPT Maryland</li> <li>7. WGBY Massachusetts</li> <li>8. WDCQ/WDCP Michigan</li> <li>9. ETV Mississippi</li> <li>10. KCPT Missouri</li> <li>11. NHPTV New Hampshire</li> <li>12. WVIZ Ohio</li> <li>13. WPSX Pennsylvania</li> <li>14. KLRN Texas</li> <li>15. KCTS Washington</li> <li>16. KCWC Wyoming</li> </ol>	<ol style="list-style-type: none"> <li>1. ASSET AZ</li> <li>2. Glendale School District, Los Angeles (CA)</li> <li>3. To Be Named 2001-2002</li> <li>4. To Be Named 2001-2002</li> <li>5. Catahoula Parish (LA) School Board</li> <li>6. Prince George's County (MD) Public Schools</li> <li>7. Hampshire Education Collaborative</li> <li>8. To Be Named 2001-2002</li> <li>9. To Be Named 2001-2002</li> <li>10. To Be Named 2001-2002</li> <li>11. NH North Country Education Foundation</li> <li>12. To Be Named 2001-2002</li> <li>13. Glendale School District, Flinton, PA</li> <li>14. San Antonio (TX) Independent School District</li> <li>15. Cape Flattery (WA) School District</li> <li>16. To be named 2001-2002</li> </ol>

### **Professional Development Services**

TeacherLine has produced and is piloting five services:

- **Virtual Mathematics Academy (VMA)** a self-paced in-depth study of the use of the NCTM's *Principles and Standards for School Mathematics*. The VMA includes streamed video vignettes, applets (Internet-based activities), lesson plans, articles, links, and moderated discussion boards. While working through the VMA, teachers are able to reflect on how the Principles and Standards can be integrated into their daily instruction in a secure, password protected area for later use in developing their Plan of Action.
- **NCTM Online Follow-Up** a six-week moderated discussion area for attendees of the NCTM Academy for Professional Development Institutes to continue the exploration of *Principles and Standards for School Mathematics*. Activities include moderated discussion boards, live events hosted by recognized experts in the field of mathematics education, chats, and an area to share, critique, and refine individual Plans of Action.

- **Facilitated Learning Modules** research-based mini-courses on mathematics education and the integration of technology into classroom practice. Modules require teachers to develop standards-based lessons and activities for students, which demonstrate an improved understanding of mathematics or technology integration.
- **Certificates** awarded upon completion of a series of Facilitated Learning Modules. PBS is collaborating with the International Society for Technology in Education (ISTE) to develop a TeacherLine/ISTE Technology Certificate as well as an assessment and evaluation system for awarding the certificate.

### **PBS TeacherLine. Content Development**

TeacherLine works with expert content advisors and video and Web producers associated with public television stations, universities, consulting organizations and research centers in the development of professional development content. A group of mathematics education researchers and instructional designers is assisting with the development of the TeacherLine content framework as well as the learning process for TeacherLine services.

### **TeacherLine Evaluation**

The PBS TeacherLine evaluation is based upon a research design that has the flexibility to change with the project over its five year span. It provides formative and summative evaluations. It focuses on the benefits and impact of professional development of teachers using modules, Web sites, and other resources provided by PBS TeacherLine.

Evaluation data gathering components include questionnaires electronically administered over the Internet which have demographic, qualitative and quantitative segments; site focus interviews with PBS station staff, coordinators, trainers, and

teacher and administrator participants. Statistical analyses was conducted on the quantitative data and is provided in this report. It consists of descriptive statistics, correlation analysis, and multiple linear regressions.

The first year of the evaluation focused on the implementation of the project as well as the strategies of adoption that the PBS TeacherLine staff put into place as they worked with sixteen PBS stations and six lead educational agencies (LEAs).

Site visits were conducted with stations prior to their beginning planning with the PBS TeacherLine staff. Interviews focused on their concerns, expectations, and local/state programs.

Site visits were conducted during national trainings, national advisory board meetings, staff planning meetings, and stations holding their first training. The evaluation team participated in the audio conference calls with stations, LEAs and staff.

Evaluation questionnaire instruments were developed for all segments of the TeacherLine Project. In addition to the Evaluation Registration Web site which gathered demographic information, these included the following nine Web delivered instruments:

### **PBS/LEA Professional Development**

1. Pre-K-12 Teachers Pre and Post Evaluation Surveys completed on the first day of training to provide a benchmark of the teachers' attitudes toward technology and mathematics, and the instructional methods they used in their classrooms.

Results and Significant Findings: A total of 577 teachers responded to the instruments. The overwhelming majority indicated that they got the information needed to begin their personal professional development as a result of PBS TeacherLine. When asked about their level of comfort in beginning online professional development, on a scale of one to four where four was high, the

mean was 3.03 indicating a high level of comfort. When asked about their level of experience in using technology in their classroom, most indicated that it was moderate – or less than two years. They also responded that technology had only changed the way they teach “somewhat.”

A total of 379 respondents had less than two years experience in using technology in the classroom. This indicates a strong need for TeacherLine and the professional development that it provides.

A total of 299 respondents indicated that instructional technology had no impact or some impact on them. Only 199 respondents indicated that instructional technology had changed their teaching either quite a bit or greatly. This was a strong indicator that the professional development provided by TeacherLine is greatly needed by teachers.

The place to work on TeacherLine will be the homes of 326 respondents and school for 159 respondents. This indicates that many respondents understand the need for professional development and will devote their personal free time to it.

The majority of respondents (354) indicated that the TeacherLine professional development helped them to clarify plans and a process to continue to develop their competencies in either technology or mathematics. Additionally, 358 respondents reported that they got the information they needed to begin their personal professional development using TeacherLine.

Respondents were asked on a scale of one to four where four was high, where they would position their level of comfort in beginning professional development. The mean was 3.031 indicating a strong level of comfort with beginning professional development using TeacherLine.

A multiple regression was performed using as independent variables whether the respondent created a professional development plan and got the

necessary information during the workshop. The F-value of 4.478 indicated that getting the necessary information contributed to a feeling of comfort for the respondent.

A multiple regression was performed using as independent variables whether the respondent's classroom had computers with Internet access, the number of professional development hours the respondent participated during the last class year, the level of experience using technology in the classroom, and the amount of change that technology had brought to the respondent's teaching. The high F-Value at 10.389 at a  $P=.0001$  confidence level indicates that these factors contributed to the level of comfort of the respondents which was the dependent variable in the equation.

Much of the level of comfort was attributed to a higher level of experience using technology in the classroom. This was followed by a strong indication that technology had changed the way the respondent taught. Other professional development and access to a computer in the classroom contributed less to the level of comfort.

The conclusion from this analysis is that the more previous experience with technology that the teacher has, the more likely they will be to have a high comfort level in entering online professional development.

2. K-12 Other Educators Pre and Post Evaluation Surveys (administrators, math specialists, technology specialists, higher education instructors or administrators) were completed on the first day of training to provide a benchmark of the educator and his/her institutional attitudes toward technology and mathematics and the instructional methods valued by the individual and the institution.

Results and Significant Findings: A total of 92 other educators responded to the instruments. The overwhelming majority indicated that they got the information needed to develop their competencies in technology and/or mathematics or to guide others through the professional development provided by PBS TeacherLine. When asked about their level of comfort in beginning online professional development, on a scale of one to four where four was high, the mean was 2.88 indicating a high level of comfort. When asked about their level of experience in using technology, most indicated that it was extensive –or more than two years. They also responded that technology had changed the way they teach “Quite a bit” for a mean of 3.07 of a possible four points.

A multiple regression was performed using as independent variables whether the respondent is working on or holds a bachelor’s, master’s, or doctoral degrees, and the years taught. With an F-value of 4.324, these variables did contribute to the level of comfort in beginning professional development or guiding others into the professional development. Working on a degree was the largest component factor followed by the number of years taught. There was a negative correlation with the degree held; the lower the degree held, the more likely the respondent was to feel a comfort level with the professional development.

A multiple regression was performed using as independent variables whether the respondent’s classroom or school had computers with Internet access, the number of professional development hours in which the respondent participated during the last class year, the level of experience using technology in the classroom, and the amount of change that technology had brought to the respondent’s teaching. The F-Value at 3.779 at a P=.0103 confidence level indicates that these factors contributed to the level of



comfort of the respondents which was the dependent variable in the equation. Much of the level of comfort was attributed to a sense that technology had changed the respondent's teaching. The other variables were not as strongly significant in the equation.

### **Online Module Facilitators**

Facilitators were recruited by the project participants to work with online groups as they took modules about technology or mathematics. The great majority of the facilitators had no online experience either as a learner or instructor.

3. TeacherLine Online Module Facilitator's Survey completed after the facilitator finished a one day face-to-face training.
- 4a. TeacherLine Online Module Facilitator's Six Weeks Seminar Pre-Evaluation Survey was completed prior to taking the six-week online seminar.
- 4b. TeacherLine Online Module Facilitator's Six Week Seminar Post-Evaluation Survey was completed after taking the six-week seminar.

Results and Significant Findings: A total of 117 facilitators responded to the instruments. They rated their experience with online education at a mean of 2.3 of a possible four points. By contrast, when asked about their expectations of learning online, the mean response was an enthusiastic 3.3 on a four point scale. Their comfort level in facilitating was at 2.487 as the six week training began and at 3.417 after completing the course. The overwhelming majority indicated that the course had provided the clarification and understanding of online learning that they needed.

A multiple regression was performed using as independent variables whether the respondent understood and could implement various components of the program deemed to be facilitation competencies after the one day face to face training. The specific variable names are the same topic names used in the facilitator's training. The F-value of 11.435 indicated that there was significance in some of the figures. The t-value and P-value in the regression coefficient table below shows that the following variables were significant at  $P=.02$  to  $.05$ ; Learning Online (and implementing), being Learner Centric, Choosing Media, Facilitating Online Groups, Designing Activities, and Tracking and Assessment (and implementing).

A multiple regression was performed using as independent variables whether the respondents found specific seminar components useful for their professional development. These topics including online readings and resources, weekly activities and assignments, module technology lessons, large group discussions, small group discussions, facilitator of the week practice, feedback in private office space, instructor feedback via e-mail, self-paced online learning and teaching tutorials. An F-value of 2.510 indicates significance, but only one variable was significant at a level of  $P=.05$  which was feedback in the private office space. None of the other variables accounted for the level of comfort with being an online facilitator, the dependent variable.

A simple regression was performed using as an independent variable the respondents' evaluation of their current online facilitation skills on a scale of one to four where four was high. The dependent variable was the respondents' current level of comfort in being an online facilitator. As might be expected, the F-value was quite high at 23.636. The regression coefficient table shows a P-value for facilitation skills at the  $P=.0001$  level of significance.

As the respondents' sense of facilitation skills increased, the comfort level in being an online facilitator increased.

A multiple regression was performed using as independent variables whether the respondent had experience in online seminars/courses, online learning expectations, current facilitation skills, and the comfort level on the first day of the six week online facilitator's training. With an F-value of 2.395 and a t-value of 4.028, only the online experience variable was significant with  $P=.03$ .

### **Learners Enrolled in Modules**

4. Module Pre-Evaluation Survey were completed by learners prior to taking a module. The first module enrollees had not completed their modules when the first grant year was completed.

Results and Significant Findings: A total of 84 learners responded to the pre module survey instrument. A mean of 3.036 indicated they were comfortable with learning in an online environment while a mean of 3.487 indicated they were comfortable with professional development provided outside the traditional classroom setting. A mean of 3.458 indicated they were comfortable in a facilitated learning environment and a 3.566 mean indicated that they had a good sense about their learning styles and strengths. A mean of 3.554 on a four point scale indicated they were excited about conducting professional development using the Internet.

Respondents were asked how they thought the class would help with their teaching practices. The teachers who took this class responded with a wide variety of ways they hoped their teaching would improve. Foremost was the addition of new teaching methods and information. Respondents

spoke of expanding their knowledge base, providing students with another learning tool, adding to their teaching strategies, fostering more communication between themselves and their students, and improving their presentations. Quite a few thought the class would better enable them to integrate more technology into their teaching, or improve their ability to involve, through the use of technology, more students in classroom material. Some answers reflected a precise quest: one responded with, "By helping me be more selective in the programs I purchase and use," another with, "Help me to become more confident and knowledgeable so that I can in turn be more supportive to the students and staff that I work with."

The second most frequent answer focused on the hope that additional technology would directly add to their available time. Many wanted to improve their productivity and efficiency, to use the computer to enable them to spend less time getting and organizing information, planning and evaluating lessons, or tracking grades.

Respondents were asked what challenges they faced in integrating technology into their classrooms. "Access" was the word most frequently used in the responses given to this question. Access to sufficient computers is the primary impediment these teachers say they face, followed by no or slow access to the Internet, and inadequate access to tech support. Insufficient classroom and lab space were also named as a problem, as was lack of district support, and a distrust of computers shown by their colleagues.

"TIME, TIME, and TIME -- time to develop the lessons, time to schedule the teachers and/or students into the lab, and time for finding creative ways of using technology for teachers who have only one computer in their

classrooms,” said one respondent, whose statement was echoed often by others in varying detail.

Other challenges mentioned included monitoring appropriate use by students of the Internet, providing age-appropriate material, teaching classes where students possess differing levels of computer skills, lack of parental permission, and keeping up with ever-changing technology. Several teachers saw their own lack of knowledge, and a poor comfort level with computers, as the primary problem. Several librarians saw lack of communication as their main obstacle, complaining that teachers didn’t share their lesson plans and so they were unprepared to assist students with their projects.

It should be noted that not all participants foresaw problems in technology integration. Said one, “I don't think that is a problem. I teach students to use technology all the time.” Another said, “I have integrated technology for the past two years and plan to do more integrating,” while several others simply stated that they felt comfortable and confident in their abilities.

A multiple regression was performed using as independent variables whether the respondent was comfortable in online learning situations and had good online learner skills. Respondents ranked their responses on a scale of one to four where four was high.

The comfort questions covered these areas: knowing what to expect as a student in a facilitated online course, comfort with doing professional development activities outside the traditional classroom setting, comfort working in a facilitated and less authoritarian learning environment, and comfort working in technology situations such as loading software, working with telecommunications software, or solving technology problems.

The online learner skill problems covered these areas; having a good sense of learning style and strengths, awareness of the kinds of online

learning activities that completed learning styles and strengths, knowing how to find academic resources using the Internet, involvement with collaborative instructional relationships with other educators in the local school or district, those relationships going beyond daily team teaching and including collaborations such as reading groups on professional books, interest groups, action research, or other professional educational associations.

The regression produced an F-value of 15.515 indicating a strong level of significance. Two variables showed individual significance at  $P=.05$  or better. These were knowing what to expect as a student in a facilitated online course with  $P=.03$ , and the comfort level doing professional development activities outside the traditional classroom setting with  $P=.0039$ .

### **Training for PBS Station Partners and LEA Partners**

5. Train the Trainer Survey was completed after a two-day training for PBS station staff, LEA staff and/or their trainers who would work with teachers during their introduction to PBS TeacherLine. The first and second year groups are included so that the change in the training could be evaluated. Several respondents attended both trainings.

Results and Significant Findings: A total of 55 station and LEA staff participated in the two trainings; 32 in March and 23 in August. They indicated a high comfort level (3.2 on a four point scale) with initiating the professional development at their sites and this correlated strongly with the teachers' satisfaction with the training and resources.

### **Web Evaluation Web Sites <http://www.TECweb.org/PBS/TeacherLine>**

The evaluation team has built a SQL relational database that has the ability to track learners throughout the project. The research design includes gathering benchmark data

from the teacher and then following the teacher through participation in the modules and certifications provided in technology and mathematics by TeacherLine.

An Evaluation Administration Web Site has been constructed so that throughout the project, evaluators and project staff will be able to review the growth of individuals and the progress of the group. For example, after a facilitator training in Phoenix, project administrators were able to review the results of the evaluation immediately after the last learner had completed his/her input. This provides an unprecedented view into the formative aspects of the evaluation and allows project administrators immediate insights to changes that must be made or to project and training aspects that are successfully working. The Evaluation Administration Web Site allows users to view individual or group responses and to download comma delimited files (csv) to display in spreadsheets.

### **K-12 Learners**

In the second year of the project, K-12 learners will be added to the research design. The research focus will be to determine the impact on the K-12 learners which can be attributed to the professional development provided by PBS TeacherLine.

## **Conclusions**

PBS TeacherLine is firmly establishing a new and interactive method of working with PBS station educators and their LEA partners. The model consists of determining needs, frequent and heavily interactive audio conferences, courses, modules and professional development that moves from a heavily television based learning experience to a strong mixed media online learning environment that meetings multiple intelligences and learning styles. Grant partners and their teachers are enthusiastic about the professional development that will receive during the second year of the grant.

An important aspect of the new model is the strong reliance by the national PBS TeacherLine staff on the local station and LEA partners. They have been extraordinarily responsive to their needs and this has vested the high interest of the local groups in areas where there are great needs.



**PBS TeacherLine  
Evaluation Report  
2000-2001  
October 31, 2001**

**Carla Lane, Ed.D.  
Principal Evaluator  
The Education Coalition**

**TeacherLine: Program Overview**

TeacherLine is a Web-based preK-12 professional development service. TeacherLine is developing new, flexible models of professional development that are high quality, adaptable to local and state standards, and reflect the needs of teachers. It responds to the need for higher standards in teaching and student learning. The goals of TeacherLine are to help teachers improve the teaching and learning of mathematics and integrate technology into classroom practice.

Partners in TeacherLine include the National Council of Teachers of Mathematics (NCTM) and the International Society for Technology in Education (ISTE), which focus the project on mathematics standards and technology standards. At the local level partners include sixteen public television stations and six local educational agencies (LEAs), which provide the customized service to meet state standards, and district/school needs (see Table 2).

**Table 2: TeacherLine Participants 2000-2001**

Public Broadcasting Stations	Local Education Agencies
<ol style="list-style-type: none"> <li>1. KAET/ASSET Arizona</li> <li>2. KCET California</li> <li>3. Rocky Mountain PBS Colorado</li> <li>4. IPTV Iowa</li> <li>5. LPB Louisiana</li> <li>6. MPT Maryland</li> <li>7. WGBY Massachusetts</li> <li>8. WDCQ/WDCP Michigan</li> <li>9. ETV Mississippi</li> <li>10. KCPT Missouri</li> <li>11. NHPTV New Hampshire</li> <li>12. WVIZ Ohio</li> <li>13. WPSX Pennsylvania</li> <li>14. KLRN Texas</li> <li>15. KCTS Washington</li> <li>16. KCWC Wyoming</li> </ol>	<ol style="list-style-type: none"> <li>1. ASSET AZ</li> <li>2. Glendale School District, Los Angeles (CA)</li> <li>3. To Be Named 2001-2002</li> <li>4. To Be Named 2001-2002</li> <li>5. Catahoula Parish (LA) School Board</li> <li>6. Prince George's County (MD) Public Schools</li> <li>7. Hampshire Education Collaborative</li> <li>8. To Be Named 2001-2002</li> <li>9. To Be Named 2001-2002</li> <li>10. To Be Named 2001-2002</li> <li>11. NH North Country Education Foundation</li> <li>12. To Be Named 2001-2002</li> <li>13. Glendale School District, Flinton, PA</li> <li>14. San Antonio (TX) Independent School District</li> <li>15. Cape Flattery (WA) School District</li> <li>16. To be named 2001-2002</li> </ol>

### **Professional Development Services**

TeacherLine has produced and is piloting five services:

- **Virtual Mathematics Academy (VMA)** a self-paced in-depth study of the use of the NCTM's *Principles and Standards for School Mathematics*. The VMA includes streamed video vignettes, applets (Internet-based activities), lesson plans, articles, links, and moderated discussion boards. While working through the VMA, teachers are able to reflect on how the Principles and Standards can be integrated into their daily instruction in a secure, password protected area for later use in developing their Plan of Action.
- **NCTM Online Follow-Up** a six-week moderated discussion area for attendees of the NCTM Academy for Professional Development Institutes to continue the exploration of *Principles and Standards for School Mathematics*. Activities include moderated discussion boards, live events hosted by recognized experts in the field of mathematics education, chats, and an area to share, critique, and refine individual Plans of Action.

- **Facilitated Learning Modules** research-based mini-courses on mathematics education and the integration of technology into classroom practice. Modules require teachers to develop standards-based lessons and activities for students, which demonstrate an improved understanding of mathematics or technology integration.
- **Certificates** awarded upon completion of a series of Facilitated Learning Modules. PBS is collaborating with the International Society for Technology in Education (ISTE) to develop a TeacherLine/ISTE Technology Certificate as well as an assessment and evaluation system for awarding the certificate.

### **PBS TeacherLine. Content Development**

TeacherLine works with expert content advisors and video and Web producers associated with public television stations, universities, consulting organizations and research centers in the development of professional development content. A group of mathematics education researchers and instructional designers is assisting with the development of the TeacherLine content framework as well as the learning process for TeacherLine services.

### **TeacherLine Evaluation**

The PBS TeacherLine evaluation is based upon a research design that has the flexibility to change with the project over its five year span. It provides formative and summative evaluations. It focuses on the benefits and impact of professional development of teachers using modules, Web sites, and other resources provided by PBS TeacherLine.

Evaluation data gathering components include questionnaires electronically administered over the Internet which have demographic, qualitative and quantitative segments; site focus interviews with PBS station staff, coordinators, trainers, and

teacher and administrator participants. Statistical analyses was conducted on the quantitative data and is provided in this report. It consists of descriptive statistics, correlation analysis, and multiple linear regressions.

The first year of the evaluation focused on the implementation of the project as well as the strategies of adoption that the PBS TeacherLine staff put into place as they worked with sixteen PBS stations and six lead educational agencies (LEAs).

Site visits were conducted with stations prior to their beginning planning with the PBS TeacherLine staff. Interviews focused on their concerns, expectations, and local/state programs.

Site visits were conducted during national trainings, national advisory board meetings, staff planning meetings, and stations holding their first training. The evaluation team participated in the audio conference calls with stations, LEAs and staff.

Evaluation questionnaire instruments were developed for all segments of the TeacherLine Project. In addition to the Evaluation Registration Web site which gathered demographic information, these included nine Web delivered instruments:

The following are the training providers, the estimated number of teachers trained at each site which totaled 1,258, and the training date. (See Table 3.) Each LEA and station was required to work with at least 30 teachers or other educators as a deliverable.

**Table 3: TeacherLine Training Provided During 2000-2001**

<b>Training</b>	<b>Teachers Trained (estimated)</b>	<b>Training Date</b>
KAET/ASSET Arizona	30	6/6/01
Arizona School Support Educational Technology	500	6/6/01
KCET California	30	4/4/01
Glendale Unified School District, Los Angeles (CA)	30	4/4/01
Rocky Mountain PBS Colorado	30-60	5/18/01
IPTV Iowa	35	6/01
LPB Louisiana	30	6/01
Catahoula Parish (LA) School Board	30	5/19/01
Maryland Public Television (MPT)	30	5/19/01
Prince George's County (MD) Public Schools	30	5/19/01
WGBY Massachusetts	30	5/3/01
<b>Hampshire Education Collaborative (Supporting school districts throughout western Massachusetts)</b>	30	5/3/01
WDCQ/WDCP Michigan	30	5/01
ETV Mississippi	30	5/4/01
KCPT Missouri	30	6/20-21/01
NHPTV New Hampshire	33	5/3/01; 5/18/01
North Country Education Foundation (Represents 8 rural school districts in New Hampshire)	30	5/3/01; 5/18/01
WVIZ Ohio	30	6/01
WPSX Pennsylvania	30	5/01
Glendale School District, Flinton, Pennsylvania	30	5/01
KLRN Texas	30	5-6/01
San Antonio (TX) Independent School District	30	5-6/01
KCTS Washington	30	6/18/01; 6/25/01
Cape Flattery (WA) School District	30	6/18/01; 6/25/01
KCWC Wyoming	30	6/01
GPRA Indicator	1,258	

During the evaluation year 2000-2001, a number of evaluation activities were conducted. The evaluation methodologies included site visits, focus interviews, observation, and survey instrumentation delivered through a separate evaluation Web site constructed and maintained for PBS TeacherLine by the evaluator. PBS TeacherLine staff could review responses to the surveys but they did not have access to the server so that data could be manipulated.

Site visits were conducted to several PBS stations prior to the full implementation of the project to identify concerns, review progress, and discuss how teachers and their

districts would become involved in the TeacherLine Project (see Appendix C for full transcripts of the evaluation interviews). These site interviews determined that the stations had many questions because it was early in the project year. They felt that they wanted regular contact with the PBS national TeacherLine staff. PBS addressed this issue by holding regular hour long audio conferences with the stations and participating districts. During these calls, national TeacherLine staff follow an agenda that is prepared with the input of the stations and districts. Question and answer periods are conducted. Once the web sites were built, many of the audio conferences were conducted with participants accessing the TeacherLine Web site through their computer. National staff would direct them through the tour of the site and answer questions.

These calls also resulted in the decision by the national staff to hold a two-day meeting for the sub-grantees on March 22-23, 2000 at PBS Headquarters in Alexandria, VA. The purpose of the meeting was to further the understanding of the sites and to role play a typical TeacherLine training as it might be held at a PBS station or district office. A survey was developed for this training to determine how well the participants felt they understood TeacherLine components and their ability to implement the components at their site. A separate section of this survey delved into the progress being made by the respondents on their local Web site to support TeacherLine. While this was the first survey to be developed, it is now titled as Survey 6 on the evaluation Web site and in this report. Descriptive and inferential statistics appear below.

### **TeacherLine One Day Professional Development Introduction**

After the March meeting, each participant held a one day workshop that was showcased as an introduction to TeacherLine. Most sites conducted the workshop for 30 or more teachers and other educators; however, some sites with smaller facilities worked with five to ten participants at a time. During the grant's first year six districts

were associated with six stations. In some cases the districts and stations held their introductory workshop together.

The evaluation Web site's registration area collected certain demographic information including name, address, role in the project, school, demographic setting (urban, suburban, rural), the PBS station city/state, gender, ethnicity and race. All registrants created their own user name and password which can be forward to them in the future if they forget these.

Four surveys were developed to gather data during the one day introductory workshop. Surveys 1a and 2a were for teachers and other administrators respectively. This was the same survey with slightly different wording to reflect the differences in the roles of the teachers and other educators who were educational specialists, administrators, technology specialists, and mathematics specialists. Survey 1a and 2a collected information to benchmark where the teacher or educator was at that time in their use of instructional technology, comfort and use level with equipment and applications, types of professional development, usual teaching role in the classroom, equipment in the classroom or district, concerns and challenges surrounding technology, and home computer equipment. This information will be collected from all participants throughout the project.

Surveys 1b and 2b were post one day workshop instruments designed to determine how the professional development and materials would support the participants' instructional programs. It specifically asked whether they received the information to begin their personal professional development using PBS TeacherLine.

Descriptive and inferential statistics are provided together for surveys 1a and 1b and for surveys 2a and 2b. They appear below in this evaluation report.

## **Facilitator Workshops and Online Training**

One of the main deliverables for TeacherLine is a series of online content modules leading to certificates in technology and mathematics content areas. During the regular conference calls it was determined that the local sites did not have access to trained facilitators for the online modules. Educational opportunities to develop this new set of skills was also limited in most areas served by TeacherLine. To meet the need, facilitator training was established. After acceptance in the program, facilitators attended a one day workshop either at PBS headquarters in Alexandria, VA, or one offered by ASSET in Arizona. A survey was developed to capture the data from this training which covered whether respondents felt they received pertinent information and their level of understanding and ability to implement module components. This is now survey 3a on the evaluation Web site.

Several days after the one-day facilitator workshop was completed, a six-week online course began for the facilitators. Two surveys, 4a and 4b were developed to capture the data from this educational experience. Survey 4a was a pre course instrument which benchmarked the current online abilities of the participants. Survey 4b was a post course instrument which gathered information about the usefulness of the six-week course and the course components, comfort level in facilitating, and remaining concerns or comments about the workshop.

Surveys 3a, 4a and 4b are analyzed together and the data is found below.

## **Online Modules for Teachers**

As the first group of facilitators completed their online professional development, a number of modules were offered primarily for teachers in Arizona. The modules were not completed prior to the end of the grant year. A pre module survey was developed to determine how the participant felt about online work prior to taking the module. This is called Survey 5 on the evaluation Web site. The results are reported below.



## **Surveys**

All surveys appear in Appendix B of this evaluation report. While these are paper documents, the online documents appear on the evaluation Web site which can be accessed at <http://www.TECweb.org/PBS/TeacherLine>

## **Community Center**

To build a distance learning community, the project created a Community Center which is accessed through the Web site. Articles, information, panel discussions, and resources appear in the Community Center. The Community Center provides a way for teachers to become familiar with online, increase their skills, and to discuss strategies with experts and other teachers. One of the prime features of the Community Center is a weekly chat which focuses on a topic of interest to teachers. The live chat is hosted on Tapped In. Table 4 documents the monthly chats, guest experts, and the number of teachers participating:

**Table 4: Community Center Live Chat Topics and Participants**

<b>Date and Topic</b>	<b>Expert's Name</b>	<b>Participants</b>
December 11, 2000 "Beyond Planning: Technology Integration"	Fred D'Ignazio President and Founder "Multi-Media Classrooms, Inc," specializing in innovative uses of technology in the classroom.	12
January 16, 2001 "Changing Times, Changing Practice: New Ways of Teaching and Learning"	Barbara McCombs, Ph.D. Senior Research Scientist Human Motivation, Learning, and Development University of Denver Research Institute	15
February 12, 2001 "Who's Counting? Standards and Accountability"	Dr. W. Gary Martin Associate Professor Mathematics Education in the Department of Curriculum and Teaching Auburn University	20
March 13, 2001 "Learning to Lead: Technology Stewardship"	Don Knezek Director ISTE National Center for Preparing Tomorrow's Teachers to Use Technology	27
April 17, 2001 "Taking Care of the New-to-Technology Teachers"	Kathy Schrock Technology Coordinator Dennis-Yarmouth Regional School District South Yarmouth, MA	NA
May 8, 2001 "Distance Learning for Teachers: Applying Professional Development Theories into Practice"	Lynne Schrum Interim President ISTE	NA
	GPRA indicator	54

**Statistical Analyses**

Data from related surveys were compiled in Excel documents and exported to Statview, a statistical analysis application package capable of producing descriptive statistics as well as advanced statistical analysis such as regressions. Statview was used to produce the descriptive statistical analysis. Where appropriate, multiple linear regression was used to determine predicting variables that contributed to positive

aspects of the TeacherLine Project. In many cases, the level of comfort of the respondent was used as the dependent variable in the regression equation.

Correlation analysis was also used to identify variables that were closely correlated related and might contribute to the success of the TeacherLine model. Again the level of comfort scores were used in the correlation matrix.

It should be noted that the evaluation design has evolved to include an SQL database that will be used to track participants during the life of the project. Using a longitudinal research plan, participants will be tracked throughout the project to ascertain their growth, change in teaching practices, use of instructional strategies and other factors defined by the TeacherLine Model.

An important part of the evaluation design is the Evaluation Administration Site. This allows PBS staff and local sites access to evaluation data at any time. Most evaluations are not available to many of the people who could benefit from them. Data is usually given to the project national staff, but very little evaluation data is conveyed to the local sites. To combat this deficit, the evaluator designed the Evaluation Administration Site. As an example of how this can be used follows.

As part of the Phoenix facilitator one day workshop, the evaluator worked with the workshop presenters to determine what information they wanted. The workshop was to continue a second day to cover topics not related to TeacherLine, yet the same presenters would be involved. They wanted to ask a question about additional concerns or questions that the participants had. The survey was posted on the evaluation Web site and after the day was complete, participants were asked to log on to the site, register and fill in the survey. As the last participant left the room, the evaluation administration site was used to pull up all the responses. The workshop leaders were able to answer all the questions and concerns the next day before moving onto new topics.

During the first year, about half of the local site coordinators called or e-mailed about getting specific information from the Evaluation Administration site to produce reports locally. All have been pleased to have such access and remarked that it was the first time evaluation materials were so relevant for them. The evaluation team will continue to work with all project participants to build this use of the formative aspects of the evaluation data.

### **Student Impact**

During the first year of the project, K-12 students were not involved in the project. The TeacherLine project is retrofitting existing modules to include students materials that could be used to determine student growth that can be attributed to the teacher's professional growth. Producers of new modules have also been asked to include student materials to determine student growth. While many teachers may take TeacherLine modules during the summer, it is hoped that a significant number will be able to take a module and use it with their students during the school year.

### **Statistical Glossary and Reasoning**

Descriptive Statistics: Procedures used to organize and present data in a convenient, useable, and communicable form.

Inferential Statistics: Procedures employed to arrive at broader generalizations or inferences from sample data to populations.

Model: In statistics, any mathematical expression used to account for or "explain" the variation in at least one other variable.

In the TeacherLine Project, an attempt is made to build a model of professional development which includes many variables. The project model is tested by the statistical model. The project model is a hypothesis which is tested against the collected data from the project respondents. The statistical model seeks to determine which variables are the

most significant in explaining any success that the project model may be exhibiting. In the project model, the regression analysis of the model determines whether the values of one or more independent variables in the model can predict the values of a dependent variable (the comfort level of the respondents with going forward with professional development provided by the project model).

Hypothesis Testing: A statistical technique for collecting data to answer questions through the use of a statistical model. Each question is stated in the form of a null hypothesis and the answer takes the form of either acceptance or rejection of the null hypothesis according to whether the p value of a test statistic is greater than or less than an appropriate significance level.

Null Hypothesis: A statement that a quantity has a particular value, or that several quantities are equal. The null hypothesis is the statement one is evaluating through the analysis of the data. It provides a basis for hypothesizing a known distribution for a statistic. One compares an observed value to the hypothesized value to see if the data supports the null hypothesis. If the test statistic seems unreasonable under the assumption of the null hypothesis, one can reject the null hypothesis in favor of some alternative, usually a statement which is the opposite of the null hypothesis.

Type I error: The rejection of a true null hypothesis.

Type II error: the acceptance of a null hypothesis when it is false.

Regression Analysis: Explains or predicts the value of a dependent variable from one or more independent variables. For more than one independent variable, the appropriate technique to use is multiple regression. It attempts to determine the relationships among the independent variables. This evaluation design uses multiple regression analysis so that two or more independent variables can be used with one dependent variable. In this case the dependent variable was the level of comfort exhibited by the PBS TeacherLine participants throughout all phases of the project. Regression analysis is a tool for discerning relationships among variables. Given one or

more variables, regression can predict a related variable and illuminate the nature of the relationship among variables. The regression analysis attempts to explain all of the variables that contribute the success of the model. The model is the original set of conditions that PBS TeacherLine developed to build the project.

For example, a content module has a number of components or variables that constitute the whole. These include the learning environment (Blackboard), the facilitators who have been trained to facilitate the modules, the orientation to distance learning and experience with distance learning of the students who take the module. The module components are built from content, written materials, examples, graphics, video, audio, individual assignments and group or collaborative assignments. Each of these components becomes a variable in the equation of the model. The regression attempts to define which variables contribute to the success of the module for the learner but how heavily to weight each component of the model that contributes to success.

These answers help the project staff determine where they should place their emphasis. For example, the statistical analysis may determine that prior experience with distance learning is a large component of the satisfaction a learner has with a module. It would be important to determine which learners had sufficient experience to reach this level, and which learners did not have enough experience. For the inexperienced, a more detailed introduction to TeacherLine might be suitable so that the learner spent more time online to develop the necessary experience to contribute to success.

Confidence Intervals: A range of values such that there is a known probability that the true value of some quantity lies within that range. Common confidence intervals within which we may consider a hypothesis tenable are 90 percent, 95 percent, and 99 percent which would be expressed respectively as  $P=.10$ ,  $P=.05$ , and  $P=.01$ . The 95 percent confidence interval for a mean represents a range of values within which we expect to find the true value of the mean 95 percent of the time. Thus, with a low p value (less than 0.05, for example), it is unlikely that the hypothesis is reasonable.

Similarly a high p value indicates that the data does not contradict the null hypothesis. A low p value leads you to reject the null hypothesis in favor of some alternative.

The significance level is a preset value, expressed as a probability between zero and one (p value), used as a cutoff value in determining whether to reject a null hypothesis. Essentially, the significance level is an estimate of how often you will err by rejecting a hypothesis which is in fact true. A common significance level of 0.05 means one is willing to be wrong one out of twenty times ( $1/20 = 0.05$ ) when the null hypothesis is rejected.

Dependent Variables: The dependent is the variable whose variation you want to explain through a relationship with the assigned independent variables. Dependent variables are often called “Y variables,” “response variables,” or “outcome variables.”

Independent Variables: The independent variable is used to explain the linear variation in the dependent variable. Multiple regressions take more than one independent variable. Independent variables are sometimes called “X variables,” “predictor variables,” “design variables,” or “explanatory variables.”

Population: The collection of all possible units similar to the ones being studied. This population is usually the group to which one extends the results after the analysis is performed. A sample is a subset of a population; the specific collection of units from which a dataset is derived.

Degrees of Freedom: The degrees of freedom are often noted as “df” or “DF” and are associated with a statistical calculation. They are the total number of parameters minus the number of “fixed” parameters in the calculation. For example, a statistic based on the sample mean for a dataset with n observations has n-1 degrees of freedom. One of the n observations is considered “fixed,” because more than one observation is required to calculate the variance for the mean. The estimate of variance is required because without it one cannot estimate measures of certainty; and thus p values, about test statistics (such as t, F, chi-square, etc.).

Partial F-ratio: the square of the t-test value for the null hypothesis that the coefficient of the variable in question is equal to zero.

Colinearity: When a regression is performed with many variables, some of the independent variables will inevitably be related. If the relationships are not too strong (if the maximum correlations between any two independent variables is less than 0.8), this is not likely to cause problems.

Dichotomous: Having two possible values such as “yes” and “no,” or male and female.

Standardized Regression Coefficients: Since the magnitudes of independent variables might vary widely, it is difficult to compare the relative importance of a regression coefficient for one variable with that of another variable. For this reason, standardized regression coefficients are often useful in determining which independent variables in a regression are most important in helping to predict the dependent variable. Standardized coefficients are calculated as if all of the independent variables had variance 1; thus two standardized coefficient can be directly compared, regardless of differences in the scale of the variables involved. The p values in the regression coefficients table indicates which variables are useful in predicting specific relationships. A normal p value to indicate confidence in the statistic is  $P=.05$  or smaller. For example a  $P=.0001$  would be a very strong indication of confidence.

Fitted Value: The values of the dependent variable generated by a regression equation when you calculate it using the values of the independent variables in the data.

#### Criteria for Model Quality

R squared ( $R^2$ ): The simplest statistic to assess the quality of a regression model is the  $R^2$  value, also called the coefficient of determination. It is the proportion of the dependent variable’s variability that is explained by the independent variables (with a



maximum value of 1). Thus, an  $R^2$  of 0.80 means that 80 percent of the dependent variable's variation is explained by the independent variable(s). This would be indicative of a fairly strong overall relationship. An  $R^2$  close to one can be achieved by including many independent variables in the model. If the number of independent variables in a model is close to the number of observations, the results must be interpreted with caution.

Adjusted R squared ( $R^2$ ): One problem with the use of  $R^2$  is that the number of variables is not explicitly included in the formula used to calculate it. Thus, when one assigns an additional independent variable to an existing regression, the value of  $R^2$  is guaranteed to increase. A modification of  $R^2$  known as the adjusted  $R^2$  attempts to remedy this situation by applying a "penalty" to the  $R^2$  value based on the number of variables assigned. The adjusted  $R^2$  is especially useful for comparing a variety of models with different numbers of independent variables.

Uppercase  $R^2$  vs. lowercase  $r^2$ : In the case of simple linear regression (one independent variable),  $R^2$  is the coefficient of simple determination and is equal to  $r^2$ , the square of the correlation coefficient. Both represent the proportion of variability in the dependent variable that be explained by a straight-line relationship with the independent variable. However, for multiple linear models (more than one independent variable),  $R^2$  is the coefficient of multiple determination (representing the proportion of variability in the dependent variable that can be explained by a straight-line relationship with a set of independent variables). It is not the same as the squared correlation coefficient,  $r^2$ .

t-test: one can assess the adequacy of each independent variable in the model with a t-test. This tests the hypothesis that there is no linear relationship between the dependent variable and the independent variable. This differs from the hypothesis of no correlation between the two variables. The t-value displayed through the regression takes into account the other variables in the regression model, whereas correlation is

performed for only two variables at a time. The t values and associated p values for the intercept and each model coefficient can be found in the model coefficients table.

ANOVA Statistics. Another measure of model quality is the regression ANOVA table. This table uses the sum of squares and mean squares to calculate an F statistic, as a standard ANOVA does. The probability of the F=-statistic for a regression is a guide to how important the independent variables are in explaining the behavior of the dependent variables; a low p value associated with an F-statistic means it is unlikely that an F-statistic as large as the one calculated would have happened by chance. Thus we assume that the variable(s) in question are useful for explaining variation in the dependent variable.

Residuals: Because a regression model rarely estimates the value of the dependent variable exactly, there is a difference between the predicted or fitted value of the dependent variable and its actual value. This difference is known as the residual. Residuals are useful in helping to identify outliers. Outliers are observations that behave very differently than the bulk of the observations. The residuals from a regression represent the portion of the data that is not explained by the model.

MANCOVA Statistics: MANCOVA is shorthand for multivariate analysis of covariance; that is, it denotes ANOVA (analysis of variance), ANCOVA (analysis of covariance), MANOVA (multivariate analysis of variance), and MANCOVA (multivariate analysis of covariance). All are specific types of models within the general linear model along with linear regression. All are models predicting the values of one or more dependent continuous variables from combinations of one or more factors (independent nominal variables) and/or covariates (independent continuous variables).

**PBS/LEA Professional Development  
K-12 Teachers Pre and Post Evaluations  
1a Pre-Evaluation Survey**

A workshop was held at each local site to introduce TeacherLine to a group of teachers who were invited to attend either by the local PBS station or a participating school district. Prior to the beginning of the workshop, the participants were asked to register on the TeacherLine Evaluation Web site and to fill out survey 1a.

### Urban, Suburban and Rural Setting

Of the respondents for this survey, 215 were working at schools in urban areas. There were 135 working at suburban schools and 159 working at schools in rural areas. (See Table 5.)

**Table 5: Urban, Suburban, Rural Site**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Urban	1.000	0.000	0.000	215	1.000	1.000	364
Suburban	1.993	.086	.007	135	1.000	2.000	444
Rural	2.981	.136	.011	159	2.000	3.000	420

### Gender

Respondents were asked to indicate gender. There were 457 female respondents and 101 male respondents. (See Table 6.)

**Table 6: Gender**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Female 2	1.982	.131	.006	457	1.000	2.000	122
Male 1	1.089	.286	.028	101	1.000	2.000	478

### Ethnicity/Race

Respondents were asked to indicate ethnicity and race. Forty-five indicated that they were Hispanic or Latino. The majority of the respondents were white. (See Table 7.)

**Table 7: Ethnicity/Race**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Eth 1 HisLat	1.000	0.000	0.000	45	1.000	1.000	534
Eth 2 Not HisLat	1.998	.049	.002	414	1.000	2.000	165
Am Indian 1	1.200	.447	.200	5	1.000	2.000	574
Asian 2	2.000	0.000	0.000	11	2.000	2.000	568
Black/AfrAm 3	3.000	0.000	0.000	30	3.000	3.000	549
Native HA O Pac Is	•	•	•	0	•	•	579
White 5	5.002	.150	.007	401	3.000	7.000	178
Mixed 6	5.538	.519	.144	13	5.000	6.000	566
Don't Know 7	7.000	0.000	0.000	4	7.000	7.000	575

**1. What grade levels did you teach in the 2000-2001 school year? (Mark all the apply)**

Teachers were asked which grade levels they taught during the 2000-2001 school year. One hundred and ten respondents taught tenth grade. This was followed by 104 respondents who taught eleventh grade and 103 who taught fifth grade. The data showed that many respondents taught more than one grade. (See Table 8.)

**Table 8: Grades Taught**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Pre-K taught	1.000	0.000	0.000	17	1.000	1.000	562
K taught	1.000	0.000	0.000	53	1.000	1.000	526
taught 1	1.000	0.000	0.000	73	1.000	1.000	506
taught 2	1.000	0.000	0.000	79	1.000	1.000	500
taught 3	1.000	0.000	0.000	84	1.000	1.000	495
taught 4	1.032	.308	.032	95	1.000	4.000	484
taught 5	1.155	.777	.077	103	1.000	5.000	476
taught 6	1.053	.516	.053	94	1.000	6.000	485
taught 7	1.000	0.000	0.000	95	1.000	1.000	484
taught 8	1.000	0.000	0.000	86	1.000	1.000	493
taught 9	1.079	.796	.079	101	1.000	9.000	478
taught 10	1.000	0.000	0.000	110	1.000	1.000	469
taught 11	1.000	0.000	0.000	104	1.000	1.000	475
taught 12	1.111	1.106	.111	99	1.000	12.000	480

**2a. Which teaching credentials do you hold?**

Most respondents indicated that they held a degree in some aspect of Education, e.g., elementary, special ed, secondary, or a teaching credential or certificate. Some specified their expertise in particular curricular areas and these ranged from core subjects to music and physical education. Approximately fifty respondents listed math as one of their specialties, making it the most frequently named emphasis area. (See Table 9.)

**Table 9: Credentials: Which Do You Hold**

<b>PBS Station</b>	<b>2a. Credentials: Which do you hold</b>
IPTV	K-6 math, language and reading endorsements
IPTV	K-9 Elementary Education
IPTV	K-8 Elementary Education
IPTV	Iowa Teaching Certificate k-8
IPTV	Elementary K-8
IPTV	Middle School/K-9 certificate
IPTV	Math/US History/World History Secondary
IPTV	Secondary math
IPTV	Secondary mathematics
IPTV	Permanent Professional
IPTV	Mathematics - BA

<b>PBS Station</b>	<b>2a. Credentials: Which do you hold</b>
IPTV	Iowa Educational
IPTV	Secondary mathematics teaching, Bachelor of Arts degree
IPTV	BA K-6; Music Minor K-6; Early Childhood Endorsement; Reading Endorsement
IPTV	Secondary Math
IPTV	Bachelor's Elementary K-8
IPTV	B.A. Elementary Education Endorsements: Math, Reading, Social Studies M.A. Elementary Administration
IPTV	Bachelor of Arts
IPTV	Elementary Education K-6
IPTV	Math and English
IPTV	Elementary k-6, Mathematics k-12
IPTV	7 -12 Mathematics
IPTV	K-6 and special ed
IPTV	Elementary general ed K-6; Behavior disabilities K-6; Multi-cat resource K-6; mild disabilities K-6
IPTV	Secondary Math
IPTV	7-12 Mathematics
IPTV	Elementary Education and Reading Endorsement
IPTV	Bachelor of Science plus15
IPTV	K-8
IPTV	7-12 Math
IPTV	K-6 ele, reading, spec. ed.,
IPTV	MSE, Master's in the Science of Education
IPTV	Master's of education certified k-9
IPTV	7-12 Mathematics
IPTV	K-8 elementary teacher
IPTV	K-6 Elementary
IPTV	El.Ed., Rdg.,
IPTV	Iowa certificate
IPTV	Iowa Certificate
IPTV	Iowa Certificate Elementary
IPTV	Ele math, social studies
IPTV	Iowa Teaching Certificate
IPTV	Secondary math ed
IPTV	Elementary, Social studies endorsement
IPTV	Mathematics 7-12
IPTV	Math certified
IPTV	7-12 Mathematics

<b>PBS Station</b>	<b>2a. Credentials: Which do you hold</b>
KAET	Teaching certificate
KAET	AZ Provisional Certificate - MS Endorsement
KAET	K-8 Elementary
KAET	BA Elementary Ed. MA Elementary Ed.
KAET	None
KAET	Math secondary ed
KAET	Basic Elementary, K-12 Principal
KAET	Secondary Social Studies, Middle School Endorsement, Librarian Endorsement
KAET	BME
KAET	K-8 Teaching Certificate
KAET	Elementary/Secondary
KAET	Spanish, Biology AZ
KAET	BA in education; business, marketing, social studies, English, voc ed, adult ed certifications
KAET	K-12
KAET	Elementary & Secondary (Spanish)
KAET	Secondary, emphasis in science
KAET	Ele, Special Ed, Principal
KAET	K-8 Cert., middle school endorsement, reading specialist, MA education
KAET	Math/Music
KAET	Voc Ed-Basic -Secondary
KAET	Bachelors
KAET	Arizona
KAET	Communication Arts, Political Science, Journalism
KAET	B.S., M Ed, Music Endorsement
KAET	Secondary in Biological Sciences
KAET	Secondary social studies
KAET	Bachelor of Science (K-12); Elementary Certificate; MA in Gifted Ed.
KAET	Early Childhood Special Ed and K12 Guidance Counselor
KAET	WY Teaching Certificate-endorsed to teach MR and ED
KAET	Teacher/Supervisor and administration K-12
KAET	Standard elementary with reading endorsement
KAET	Secondary French and Spanish
KAET	Elementary
KAET	K-12 Art & Counseling
KAET	English, psychology
KAET	Elementary ed k-8 and vocational home-economics k-12
KAET	BA Education History & Music Certification
KAET	K-8
KAET	Social Studies/Political Science 9-12
KAET	BS Ed Major in Physical Education, Minor in English
KAET	Master's in Education and English as a Second Language, Teachers Certification, Bachelors in Arts in Speech and Communications, Associates in Science
KAET	Biology, psychology, 7-12 science
KAET	Standard Secondary

<b>PBS Station</b>	<b>2a. Credentials: Which do you hold</b>
KAET	Secondary math
KAET	Speech and Language - Standard
KAET	Bachelor of Science
KAET	B.S. & MA in Education/ESL
KAET	Secondary Music
KAET	Elementary/Bilingual
KAET	K-8
KAET	Elementary certification
KAET	Elementary Ed. K-8
KAET	AZ. Provisional
KAET	Bachelor of Science education
KAET	Standard K-8
KAET	Elementary (k-8)
KAET	Standard Elementary & Provisional ESL
KAET	Secondary
KAET	Standard elementary
KAET	Standard Elementary K-6
KAET	Elementary, high school
KAET	Special Education/Speech Therapy
KAET	K-12 Special Education
KAET	Secondary cert.
KAET	BS in Elem. Ed., K-8 Teaching Certificate with an ESL endorsement
KAET	Emergency substitute
KAET	K-8
KAET	Provisional AZ K-8 / Clear California K-8
KAET	Speech/Language Pathology
KAET	Secondary
KAET	B.A.E. and Master's of Education in Elementary Education
KAET	MAT teaching/ESL
KAET	Basic Ele, Le, ED
KAET	K-8 Standard
KAET	Elementary Education - ESL Instruction
KAET	Arizona Certificate (K-8)
KAET	Arizona K-12
KAET	Supervisor, Elementary Ed Special Ed d
KAET	Bachelor of Science Ed
KAET	Elementary basic
KAET	Secondary with Middle School Endorsement
KAET	K-6; Principal
KAET	Standard elementary ed and library/media specialist endorsement
KAET	Elementary Ed. ESL
KAET	Elementary Certification, Substitute Certification
KAET	Administrative, Secondary
KAET	Arizona Standard K-8
KAET	Spec. Ed. emotionally disabled
KAET	Secondary Social Studies/ESL Endorsement
KAET	Secondary for English and Junior College for English and Theater



<b>PBS Station</b>	<b>2a. Credentials: Which do you hold</b>
KAET	Standard Secondary
KAET	Bachelor of Arts Special Education
KAET	Basic elementary, basic special education L.D, E.D.
KAET	K-8 Elementary, 7-12 Social Studies
KAET	Bachelor of Science Elementary Education and Bachelor of Science Special Education with Learning disabilities and Emotional disabilities
KAET	5-12/reading/history/MEd
KAET	Standard Speech/Language Impaired, K-12; Standard Early Childhood Special Ed, 0-5
KAET	BA/MA in Education w/Library Media Specialist Endorsement
KAET	K-12 Standard
KAET	Reg ed/spec ed
KAET	English, Spanish, ESL cert., Reading Specialist
KAET	Elem. K-8, Reading Endorsement
KAET	Mathematics High School
KAET	Elementary. Principal, early childhood
KAET	K-8 Basic Elementary/Counseling Endorsement
KAET	Secondary - Vocational & Business + Community College - Business
KAET	Bachelor of Science Elementary Education
KAET	M.Ed. Library Media Endorsement
KAET	Master of Arts
KAET	7-12 standard certificate
KAET	Secondary Biology
KAET	BA-Social Studies, MA - Educational Leadership
KAET	Elementary
KAET	Certification for Mathematics and Spanish
KAET	Ele ed- EH/LD/Gifted
KAET	K-8, K-12, Sp. Ed.
KAET	Elementary Ed, Library endorsement
KAET	ESL, library
KAET	Theater, Special Education, middle school, ESL
KAET	Elementary Education
KAET	BA secondary, Med-Reading, MLS
KAET	Master's in Education
KAET	AZ teaching cert. and UT teaching Cert.
KAET	Voc
KAET	Bachelor of Science, Teaching Cert.
KAET	Secondary Math
KAET	Teacher /certificate
KAET	K-8
KAET	Elementary Education
KAET	MA.ED & Master's in ED
KAET	Elementary, Secondary
KAET	Reg/Special Ed
KAET	Sec ed English, ESL and reading endorsement
KAET	Teaching Certificate, Master's Degree
KAET	AZ K-8

<b>PBS Station</b>	<b>2a. Credentials: Which do you hold</b>
KCET	Single Subject Mathematics/Physical Education
KCET	K-9 life
KCET	Business ed
KCET	Multi subject clear CLAD
KCET	Single Subject Social Science, Specialist - Learning Disabled, Resource Specialist, Prelim Admin. Services
KCET	Professional clear
KCET	Multiple subject/clear/CLAD
KCET	Multiple CLAD clear
KCET	CA single subject clear-math
KCET	English
KCET	Preliminary
KCET	Prof. clear ss
KCET	Biology emergency
KCET	Professional Clear
KCET	Professional Clear Multiple Subjects/ Bilingual Certificate of Competence (Spanish)/ Special Education Learning Handicapped Credential
KCET	Multiple subject
KCET	Multiple subject, special education---mild to moderate
KCET	Multiple subjects
KCET	BCC
KCET	Adult Basic Skills, Social Science, Parent Education, Vocational Education
KCET	General Elementary/Life- BCC/Spanish-Special Ed. K-12
KCET	Multiple subject, severely handicapped k-12
KCET	Math
KCET	Multiple Subject Credential
KCET	Biology/Chemistry
KCET	Multiple Subject and Math Supplemental

<b>PBS Station</b>	<b>2a. Credentials: Which do you hold</b>
KCPT	Bachelor's
KCPT	Early Childhood Education
KCPT	CPI - 1-6
KCPT	K-8 ele, 7-9 math, 7-12 science
KCPT	6-Jan
KCPT	Missouri 5-9
KCPT	Elementary Education
KCPT	Pre-K - Eighth grade
KCPT	Provisional teaching certificate
KCPT	Missouri Certificate
KCPT	K-8
KCPT	Master's early childhood special education
KCPT	1-8 Ele
KCPT	Supt Certification

<b>PBS Station</b>	<b>2a. Credentials: Which do you hold</b>
KCPT	Elementary Ed
KCPT	BS and MS Elementary Education
KCPT	Lifetime
KCPT	Unified Science 5-12
KCPT	7-12 Science
KCPT	Master's in Education
KCPT	CDA
KCPT	CDA
KCPT	Bachelor of Science
KCPT	Bachelor of Science Ed
KCPT	Secondary Education, Vocational Education
KCPT	7th grade language arts
KCPT	Elementary Education 1-6 and Learning Disabilities K-12
KCPT	9-12 English/ed.
KCPT	Special ed K-12

<b>PBS Station</b>	<b>2a. Credentials: Which do you hold</b>
KCWC	Elementary/Special Ed.
KCWC	Standard
KCWC	Special Ed K-12; Elementary Ed K-8
KCWC	Bachelor of Science Mathematics
KCWC	BS/EI&SpEd&MS SpEd
KCWC	7-12 Math/7-12 Computer Science/k-12 Physical Education
KCWC	Science and Physical Education
KCWC	Bachelor of Arts
KCWC	Bachelors-secondary math
KCWC	Secondary Science
KCWC	Bachelor of Science Home Economics Ed
KCWC	Bachelor of Science in Elementary Ed.
KCWC	Bachelor of Arts Elementary
KCWC	Bachelor of Arts Ele Ed. Reading K-12, Spec. Ed
KCWC	BA Ele education
KCWC	Bachelor of Arts

<b>PBS Station</b>	<b>2a. Credentials: Which do you hold</b>
KLRN	Master's pol. sci.
KLRN	Reg. Ed. and Spec. Ed.
KLRN	English
KLRN	Office education
KLRN	Composite social studies
KLRN	English/ Language Arts 6-12
KLRN	Social studies composite
KLRN	K-8, all level learning resource
KLRN	Social Studies Composite

<b>PBS Station</b>	<b>2a. Credentials: Which do you hold</b>
KLRN	Reading Specialist, Reading, English, Russian
KLRN	Composite Science
KLRN	Composite Social Studies & Composite Language Arts
KLRN	Marketing/business
KLRN	Secondary Spanish
KLRN	English and History
KLRN	Lifetime certification
KLRN	History/math
KLRN	Secondary English
KLRN	Elementary 1-6
KLRN	Elementary 1-8, Kindergarten, Bilingual, Special Ed., 42 hours G/T
KLRN	6-12 grade Math & English
KLRN	Master's in Educational Curriculum
KLRN	Secondary Science BS
KLRN	Physical Education/Health, Spanish
KLRN	None
KLRN	Reading specialist,, elementary, early childhood, bilingual, gifted and talented, all levels K-12
KLRN	Elementary, bilingual, GT
KLRN	Tx- Secondary Life/Earth & Mid-management
KLRN	Ele, Bil., Kdgn.
KLRN	Bilingual
KLRN	Elementary Education; Early Childhood Special Education; Temporary Mid-management;
KLRN	Teaching certificate k-6
KLRN	Kindergarten
KLRN	First- eighth
KLRN	K-12th
KLRN	Pre-k-8th grade
KLRN	Texas
KLRN	General Education 1st - 8th
KLRN	General Ed. 1-8
KLRN	Voc. home ec.; elementary; early childhood; bilingual; mid-management
KLRN	Secondary -Spanish
KLRN	Early childhood
KLRN	Bachelor of Arts Ed.

<b>PBS Station</b>	<b>2a. Credentials: Which do you hold</b>
KNRS	Bachelor of Arts

<b>PBS Station</b>	<b>2a. Credentials: Which do you hold</b>
KRMA	Elem. Ed. K-6
KRMA	Secondary Mathematics, Special Education
KRMA	Elementary

<b>PBS Station</b>	<b>2a. Credentials: Which do you hold</b>
KRMA	Mathematics
KRMA	Colorado Professional License
KRMA	Professional Teacher License-Middle/Mathematics-Secondary /Physical Science

<b>PBS Station</b>	<b>2a. Credentials: Which do you hold</b>
LPB	Certified Teacher
LPB	Louisiana Type B
LPB	Master's 30 plus
LPB	Math and Special Education
LPB	BS in Secondary English Education
LPB	M.A. Curriculum and Instructional B.S. Speech Pathology, M.A. Curriculum and Instruction
LPB	Elementary Grades
LPB	Secondary Science
LPB	Teaching certificate A
LPB	Master's +30
LPB	Type A Elementary grades
LPB	K-8
LPB	Master's +30
LPB	BA
LPB	Mild/moderate, Master's in Curriculum/Instruction, Reading Specialist, plus 30
LPB	Bachelor's
LPB	None
LPB	Bachelor's
LPB	Secondary Social Studies & English
LPB	TTA
LPB	I currently hold a Bachelors of Science in General Studies and I am working towards Alternate Certification and a Master's in Education at Northwestern State University of Louisiana
LPB	Elementary 1-8
LPB	Mathematics-secondary
LPB	K-8
LPB	B Elementary Grades
LPB	Elementary education
LPB	Bachelor of Arts
LPB	Bachelor of Arts
LPB	Bachelor of Arts
LPB	Bachelor of Arts, Master of Science in Education- Certification in Administration
LPB	Secondary English
LPB	Secondary

<b>PBS</b>	<b>2a. Credentials: Which do you hold</b>
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<b>Station</b>	
METV	AAA - 486 School Administrator
METV	Administrator/ Educational Specialist

<b>PBS Station</b>	<b>2a. Credentials: Which do you hold</b>
MPT	Advanced Professional
MPT	Standard certification in elementary education
MPT	Advanced Professional
MPT	Advanced, special education K-12, English K-12, math K-12, library media, reading K-12
MPT	Advanced Professional
MPT	apc @ admin 2
MPT	Advanced Professional
MPT	Elementary
MPT	Advanced Professional
MPT	Provisional
MPT	Advanced
MPT	Advance Certification
MPT	Special Education - Advanced Professional
MPT	Elementary Education
MPT	Standard professional
MPT	Provisional Certificate
MPT	Standard 1-6
MPT	Advanced Professional
MPT	Advanced Professional
MPT	Advanced Pro. Certificate, Music n-12, Library Media
MPT	Advanced professional
MPT	Provisional
MPT	Provisional
MPT	Advance Professional
MPT	Adv. Professional
MPT	Advanced Professional
MPT	Elementary k-8
MPT	HPER K-12 advanced professional
MPT	Early Childhood pre-k to grade 3 and Special Education pre-K to 12
MPT	Business Education, Data Processing and Mathematics
MPT	Math in Special Education
MPT	Math Grades 5-12
MPT	Advanced Professional, 6-12 English
MPT	Master's Ed.,
MPT	Math

<b>PBS Station</b>	<b>2a. Credentials: Which do you hold</b>
NHPTV	Bachelors
NHPTV	Elementary Education
NHPTV	Experienced educator

<b>PBS Station</b>	<b>2a. Credentials: Which do you hold</b>
NHPTV	K-6 elementary
NHPTV	Media Gen, Tech Educator, Ele.Ed.
NHPTV	BS in Elementary Education
NHPTV	BA in Elementary Education
NHPTV	BEd
NHPTV	Elementary education
NHPTV	BS Elementary Ed.
NHPTV	Secondary Mathematics - NH
NHPTV	Bachelor's/ Master's
NHPTV	Elementary Ed/Math Education
NHPTV	Ele Ed. k-8
NHPTV	Elementary Ed
NHPTV	Experienced educator
NHPTV	Early Childhood K-3
NHPTV	Elementary Ed/Special Ed.
NHPTV	Master Of Education
NHPTV	Bachelor of Science Education
NHPTV	elem/hs
NHPTV	5-9 Middle School Math
NHPTV	Elementary Education K-8 and General Special Education K-12
NHPTV	Bachelor of Arts education
NHPTV	Bachelor of Arts education
NHPTV	Elementary
NHPTV	Elementary Educator
NHPTV	Elementary and general special
NHPTV	Elementary, N/K, English
NHPTV	Elementary Education, Early Childhood Education
NHPTV	General Science 5-9
NHPTV	A.B., M.A.
NHPTV	Bachelor of Science & M.Ed.
NHPTV	K - 8 Elementary
NHPTV	Elementary Education
NHPTV	Elementary Education
NHPTV	Elementary Cert.
NHPTV	Secondary math
NHPTV	Elementary & P.E.

<b>PBS Station</b>	<b>2a. Credentials: Which do you hold</b>
WDCQ	Elem. Ed., Z.A. Endorsement
WDCQ	Permanent
WDCQ	Special Ed and Math
WDCQ	Bachelor of Arts, Master's, Z.A.
WDCQ	Mathematics/P.E.
WDCQ	Teaching Certificate
WDCQ	Elementary Ed. K-8 all Subjects with a Bilingual Endorsement
WDCQ	Elementary Ed. Bilingual Endorsement-Master's Early Childhood

<b>PBS Station</b>	<b>2a. Credentials: Which do you hold</b>
WDCQ	Elementary certified/secondary endorsement w/ Math minor Natl. Science Major & Art minor
WDCQ	K-5 ele ed, bilingual endorsement
WDCQ	Bachelor of Arts
WDCQ	BA, Master's, Bilingual Endorsement
WDCQ	Provisional
WDCQ	Elementary, Secondary, Special Ed
WDCQ	Elementary certification
WDCQ	Science/math
WDCQ	Teaching certificate
WDCQ	Michigan Provisional Teaching Certificate
WDCQ	K-8
WDCQ	Master's in Reading, BA in Elementary Education, Za in Early Childhood Education, BR endorsement in Reading
WDCQ	Elementary, bilingual
WDCQ	BA Elem. Ed, ZA Endorsement, MA Early Childhood
WDCQ	Special Ed - EI K-8, Natural Science minor
WDCQ	Ele
WDCQ	Elementary
WDCQ	Elementary Ed, ZA Endorsement
WDCQ	K-8 English, Science
WDCQ	Science Teacher and Library Science
WDCQ	High School Science

<b>PBS Station</b>	<b>2a. Credentials: Which do you hold</b>
WPSX	PA Professional Certificate Elementary

<b>PBS Station</b>	<b>2a. Credentials: Which do you hold</b>
WVIZ	Elementary 1-8 Professional

<b>PBS Station</b>	<b>2a. Credentials: Which do you hold</b>
	Physical Education
	Multiple subject/Supplementary Math
	Early childhood, secondary math
	K-8
	Certified K-8
	Master's
	Elementary
	Library science, social studies, principal, supervisor
	Mathematics
	1-4
	Bachelor of Arts in English



<b>PBS Station</b>	<b>2a. Credentials: Which do you hold</b>
	Maryland Advanced Professional Certification
	Permanent professional/mathematics 7-14
	5-12 science advance/ administration I & II
	Sec, Voc, Community College
	SPC-2
	Elementary & Secondary certificates
	Ele Ed
	Elementary
	Master of Science
	Master's, Supervision, Ele K-8
	Math education
	Standard Secondary Mathematics Certification in State of MD
	BA
	Mathematics administration
	Bachelor of Science Teaching-Math and P.E.
	Bachelor of Science in Mathematics Education and MS in Telecommunications - Certified in Mathematics, Computer Science, Educational Technology Facilitator and Educational Technology Leadership
	Home ec, spec ed
	Bachelor of Science mathematics
	K, Elem.1-8, Gifted
	BA Elementary Ed., ESL endorsement, MA Elementary Ed.
	Bachelor of Science, M.Ed.
	Iowa Certificate
	Iowa Certificate
	Iowa Certificate
	Certified 1-8
	K-12 Music
	Bachelor of Science Education
	Biology/Chemistry 8-12
	Substitute Certification
	Elementary/ESL
	Bachelor of Science
	Math APC
	Iowa Elementary
	Secondary Math, History
	Bachelor of Arts Elementary Education

## 2b and 2c Degrees

Segment B of Question 2 asked respondents if they were working toward a degree and if the response was yes, they were asked which degree. Three-hundred and seventy-four respondents were not working on a degree but 111 indicated that they

were working on a degree. Twenty-two were working on a bachelor's degree and 106 were working on a master's degree. Only 13 were working toward the doctoral degree. (See Table 10.)

Segment C of Question 2 asked respondents which degrees they already held. Six indicated that no degree was held. Bachelor's degrees were held by 252 respondents and master's degrees were held by 224 respondents. Only five respondents held the doctoral degree. (See Table 10.)

**Table 10: Degrees**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Work Degree No 2b	1.000	0.000	0.000	374	1.000	1.000	205
Work Degree Yes7 2b	1.973	.163	.015	111	1.000	2.000	468
Work Bachelor's 2b2	1.045	.213	.045	22	1.000	2.000	557
Work Master's 2b2	2.000	0.000	0.000	106	2.000	2.000	473
Work Doctorate 2b2	2.923	.277	.077	13	2.000	3.000	566
Hold None 2c	1.000	0.000	0.000	6	1.000	1.000	573
Hold bachelor's 2c	2.000	0.000	0.000	252	2.000	2.000	327
Hold master's 2c	2.987	.115	.008	224	2.000	3.000	355
Hold doctorate 2c	4.000	0.000	0.000	5	4.000	4.000	574

**3. At the end of the 2000-2001 school year, how many years will you have taught?**

Respondents were asked how many years they had taught as of the end of the 2000-2001 school year. The mean was 14.8 years. (See Table 11.)

**Table 11: Years Taught at the End of the 2000-2001 School Year**

	Years Taught 3
Mean	14.867
Std. Dev.	12.895
Std. Error	.582
Count	491
Minimum	.500
Maximum	200.000
# Missing	88

**4. How many students were enrolled in all of your classes during the 2000-2001 school year?**

Respondents were asked how many students were enrolled in all of their classes during the 2000-2001 (See Table 12.)

**Table 12: Students Enrolled**

	students enrolled 00-01 4
Mean	149.274
Std. Dev.	403.437
Std. Er...	18.649
Count	468
Minimum	0.000
Maximum	5000.000
# Missing	111

**5. Do you have computers in your classroom that have Internet access?**

Respondents were asked if they computers in their classrooms which had access to the Internet. Three-hundred and ninety-six respondents had at least one

computer in the classroom with access to the Internet. Ninety-two indicated that they did not have computers with Internet access. (See Table 13.)

**Table 13: Computers in class that are connected to the Internet**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Internet 1 no 5	2.674	10.284	1.072	92	1.000	92.000	487
Internet 2 Yes 5	2.000	0.000	0.000	396	2.000	2.000	183

**6. Describe your classroom media equipment (computers, access connection, TVs, cable, other)**

Of the 476 respondents, twenty-six had no computers at all. Four hundred and fifty respondents indicated that they had at least one computer in their classroom. In about one third of the cases, this computer was for the teacher and was not used by students. The range of equipment varied from quite limited to well equipped. (See Table 14.)

**Table 14: Classroom Media Equipment**

<b>PBS Station</b>	<b>6. Classroom Equipment</b>
IPTV	One computer, tv/vcr shared with 1 teacher, access to 3 computer labs with 20 computers in each
IPTV	IMAC, Internet Access, Close by cable connection shared between four classes for educational TV programs, computer la in room with 8 computers.
IPTV	IMAC, Internet access through ICN, 1 older Macintosh, nearby access to TV with cable
IPTV	1 iMac computer for teacher use / building server access and internet connected 6 Macintosh computers--various vintage--student use Access to share with 4 classrooms TV with cable
IPTV	Computers, TV, VCR, can access cable in nearby room
IPTV	1 computer with internet access that is connected to a TV monitor.
IPTV	Math Classroom - 1 TV, 1 overhead, 1 overhead calculator, ability to bring computers in on cart to access internet, can take students to a lab with internet access Programming classroom - 25 computers with internet access, no overhead as of today - looking for one, a projection device can be checked out from our media center.
IPTV	TV, vcr, channel 1, multi-media projector, overhead, ti 92 graphing calculator and overhead projectors, computer with internet access
IPTV	TV, Computer with internet access, access to a multimedia projector
IPTV	Computer with internet access, TV, printer, etc.
IPTV	Computers with Internet connections, Cable TV with Channel One, ICN

<b>PBS Station</b>	<b>6. Classroom Equipment</b>
	accessibility, Multimedia Projector
IPTV	Two overhead, multimedia projector, TV, VCR, Channel one, overhead graphing calculators, computer labs
IPTV	TV, computer, VCR, Internet access graphing calculators
IPTV	Computers, TV, VCR, internet
IPTV	TV available Computer Lab available
IPTV	Two computers, TV, Avery Key, Cable, Internet access,
IPTV	One computer with internet access and TV. Hookup
IPTV	TV, access connection, 1 Mac computer
IPTV	Computer, TV, access connection, tape recorders, CD player, calculators
IPTV	Single computer (MAC), internet access, overhead projector
IPTV	I have one Mac computer with internet access. I have a TV/VCR in my department, which I am able to use when needed.
IPTV	One computer with internet access, Access to a TV and VCR
IPTV	Computers- 1 Dell and 1 Mac internet, Ethernet, TV.
IPTV	Newer Dell with internet access and TV connection (used for internet capabilities, e-mail, word processing student-learning activities. Older Mac w/o internet access for word processing and student learning activities. Old Apple Ile for student learning games.
IPTV	1 computer with internet access, 1 TV, Overhead Projector, VCR, Graphing Calculator Set with overhead adapter.
IPTV	One teacher computer, we hope to be hooked into a wireless system this coming year.
IPTV	Computer with access to internet, access to cable, TV's, and vcr.
IPTV	One computer, no Internet access, a TV I can bring into the classroom
IPTV	1 Computer Internet LCD Display 1 Computer No Access
IPTV	1 PC with internet access 1 Television with cable access
IPTV	5 computers, 4 w/internet access, TV, digital camera, calculators
IPTV	Computer, Internet, TV, VCR
IPTV	Mac computers, t1 connection,
IPTV	One computer with internet access, one TI-83 view screen calculator, one overhead projector
IPTV	I have a computer with Internet access and access to TV.
IPTV	Teacher computer with internet access
IPTV	T1 Cable T.V. Computer Phone Printer
IPTV	Computer T1
IPTV	1 classroom computer with T1 connection TV with cable hook-up
IPTV	Computer t1 cable TV digital camera
IPTV	2 computers with internet access, scanner
IPTV	One Macintosh computer with internet access
IPTV	Computers, access connection, graphing calculators, TV, cable
IPTV	1 Pentium cps, and 5 older 386, windows 3.1 computers for students. Only Pentium (on my desk) has internet access. Large screen monitor available to check out to display internet for classroom Also have overhead projector, TV/VCR available for checkout
IPTV	Able to have one computer in the classroom with internet access, TV and cable. Right next door to room is room with computers with internet

<b>PBS Station</b>	<b>6. Classroom Equipment</b>
	access
IPTV	Computer with internet access, cable /TV
IPTV	3 computers, television

<b>PBS Station</b>	<b>6. Classroom Equipment</b>
KAET	35 computers networked.
KAET	Two student MAC computers, One TV/VCR, mobile laptop cart (28 units)
KAET	4 PCs Internet connected-56K line 1 TV with VCR also satellite availability
KAET	The only computer, which is able to access the Internet, is mine. There is a TV that is not hooked up to cable.
KAET	I am the lab aid. We have 36 computers in the room for student use and one for me and several servers. We have a projector and screen and TV.
KAET	I have a NEC projector and a smart board to deliver instruction. There are 4 pods of 5 computers each for students to work on. On computer have print capabilities as well as a scanner and CD burner for making copies of finished projects.
KAET	5 iMacs, Laser Printer, 1 G4 Internet access on all TV
KAET	Dell Computers with T1 connection to the Internet, cable television, laserdisc players, videocassette players,
KAET	TV, vcr, computers to come
KAET	My art room has one teacher computer that is networked with the Cave Creek School District and has internet connection. There is one T.V. mounted in the room.
KAET	Standard classroom: TV/VCR/4 student computers/ 1 teacher computer/Interclassroom video presentation capability
KAET	One teacher computer, and 4 students all with internet access, 1 color printer, TV, VCR, no disc drives enabled. Only teacher with CD-ROM. Proxima available to check out from media center
KAET	29 computers with internet, TV & VCR, proxima, overhead
KAET	Computers with Internet access, printer, TV with in-school networking, VCR, overhead projector
KAET	7 computers LCD projector laptop
KAET	I have 6 PC workstations, a projection system, Internet access to all, a networked printer, a local printer, one TV with limited cable access, and a scanner.
KAET	I currently have 10 PC computers in my room with internet access. In addition I have a Smartboard and projection system, three color printers, two scanners, a microscope, web cam, VCR, speaker system, cable TV, flex cam, two digital cameras, a digital camcorder, and an IMAC with iMovie capability.
KAET	2 computers with internet access, 1 TV with satellite connection and vcr, 1 overhead projector,
KAET	Computers, Internet Access, TV's, VCR, Cable, Overhead projector, Computer Overhead Projector
KAET	12 PCs, TV, VCR, TV to PC Converter

<b>PBS Station</b>	<b>6. Classroom Equipment</b>
KAET	2 computers (1 on-line at this time) TV, Cable Scanner, Printer
KAET	TV, Over head, Smart Board (Check out from library), VCR
KAET	I have nine Macintosh computers and one IBM that are connected to the internet. We have a TV, VCR and phone in the classroom as well.
KAET	iMac for the teacher, 3 Apple 2e's for the students, TV with 2 VCR's, Stereo with CD, Tape Deck, and turntable
KAET	Beginning this year (2001 - 2) I will have a total of 7 pc stations in my room along with a laptop and proxima. All computers will be networked with internet access (t1).
KAET	We have a teachers computer and 2 student computers (MAC) There is a television that is run from a headend room
KAET	I am a CORE Technologist and currently teach in a computer lab at one elementary and one Jr. High School. We have 31 computers in the labs, at least one computer per classroom, TV's in the classroom. No cable yet.
KAET	Computer with internet access and video hookup capability, video-TV
KAET	1 Del computer, T1 line
KAET	Gateway w/ Pentium III
KAET	VCR 6 computers, 1 with internet access
KAET	Teacher computer connected to network, TV/VCR
KAET	Computers, TV, vcr
KAET	Counseling Office; Computer
KAET	TV with cable access, 1 Mac computer
KAET	2- iMac computers w/ internet access VCR/vcr with cable 1 Macintosh lc-550 (no internet access)
KAET	TV and inter-school cable connection.
KAET	Library Media Center with all resource materials, 10 computers, TV, etc.
KAET	Some classrooms have 3 student computers with internet access. All classrooms have a computer for the teacher. TVs are shared throughout campus, 1 or 2 per department. No cable access. Minimal technology in each classroom.
KAET	We have one computer in each classroom for the teachers use (to enter attendance and send and receive emails). Most departments share TV's and vcr's (one per department). We have an overhead projector but no screen to project onto.
KAET	My classroom contains 6 desktop computers with internet access connections all connected to a LaserWriter, Brother, Stylus, or other campus printers. One cable connected television connected to a laser disc player with scan remote, a VCR and then to my desktop G3 and Epson 740 printer. The G3 is Networked to view computers being used in my classroom including the Lap Tops located on a traveling computer carton my team teacher's classroom. One zip drive One quick cam One portable disc drive (Mac) One scn converter One JVC movie camera used when the District Digital is unavailable. One Mac Performer 636 and printer. One G3 desktop One P.C. and printer Three Ruby Red Apples
KAET	4 computers with internet 6 older computers 1 TV with cable, VCR, scan converter Laserdisc player 1 flatbed scanner 2 printers
KAET	Share a classroom and an office with another JROTC instructor. We

PBS Station	6. Classroom Equipment
	have internet access in the office, but not in the classroom. In the classroom we have a computer, TV monitors, DVD player, laser disk player, and VHS player. The TV monitors are configured so we can do power point presentations on the computer and they can be viewed on the monitors. The same holds true for the DVD, laser disk, and VHS players.
KAET	3 computers w/ internet access TV
KAET	There are minimal of 2 computers in each of the special needs classrooms I have provided service. We are networked together and all have internet connections. There is TV access as well. Children needed modified accommodations for access issues. Teachers require support both internally and through internet access to others who deal with children who have similar needs.
KAET	I have a teacher computer that is used for attendance, grades, communication, etc. I have 2 TVs; one on a cart with a VCR and the other is networked together for announcements. My students have access to computers with internet access. Students also take a monthly reading test in my room on the Mac's.
KAET	TVs and teacher computer station (IBM)-- we have a computer lab with District mandated lessons for each grade level. Ours is to create a Database throughout the school year. This is where our students are exposed to computers.
KAET	Mac Computer with internet access, TV, VCR, Laser Disk player, cable
KAET	5 computers/2 with internet connection ChannelOne TV
KAET	Ch1 TV, 5 computers, 3 on internet
KAET	I have two computers in my classroom with internet and word as programs.
KAET	Computer, TV with cable but no Internet access
KAET	1 computer and 1 TV
KAET	I have two computers in my classroom. No internet access. One TV and an overhead projector.
KAET	One internet/LAN computer, one shared VCR/vcr, one overhead projector, one filmstrip projector (used a lot!), two cd/cassette tape/radio boom boxes
KAET	TVs, overhead, VCR, teacher computer
KAET	I taught in the computer lab we had 30 computers and 2 printers. During 1/2 of the year we had access to the internet. Our software was very limited.
KAET	TV, cable, VCR, one stand-alone computer, one networked computer w/internet access.
KAET	5 computers, 1 scanner, and 1 large screen TV. All computers are internet connected.
KAET	I have one Computer that is linked to the internet, I also just recently acquired a laptop that I do all my personal and school related projects on. Next year I plan to have two additional computers in my classroom. We do not have cable access in our school but hopeful by the start of this year coming we will have a television with a VCR installed in each room.
KAET	We have a teacher station and two student stations, all connected to the internet. We have a 35 television with full media hook-ups (ie. audio,



<b>PBS Station</b>	<b>6. Classroom Equipment</b>
	computer, etc.). We also have a telephone in each classroom."
KAET	Computers networked to the school server and the Internet; TV, VCR.
KAET	Computer, T.V., VCR
KAET	3 Dells with internet & printer connection 1 Television without cable 1 video player cassette players filmstrip projector
KAET	Four computers, 2 internet connections, one TV/video combination, no cable access
KAET	1 Teacher computer, 3 student computers all with internet access
KAET	2 I-Macs with DVD drives and Internet Connections. Each student had an account managed through Mac Manager. The school site had a computer lab with 30 I-Macs also on the network.
KAET	One computer with internet access
KAET	One Computer, TV, Overhead. There is a CVT that allows us to put the computer screen on the TV. We have access to much more
KAET	I have an IMAC computer that has internet access in my classroom. The students are able to view, but not navigate the internet on their own. I also have Dream Writers. These are 33 keyboards with a word processing program so each student can work on typing skills.
KAET	I have 3 computers for the students one for myself, a television and an overhead projector
KAET	2 internet connected computers 1 non-connected computer TV, cable
KAET	I have an iMac that is networked through the district.
KAET	I have 2 IMacs with internet access and some software offered by the district.
KAET	3 IMacs, TV, cable, VCR
KAET	4 iMac computers 1 PowerMac Laptop TV to Computer hook up Television Cable VCR
KAET	A computer lab with 24 computers with internet access, Proxima
KAET	1 imac, TV W/cable access, VCR (I am supposed to have 3 working computers in my room. Two are going to be replaced sometime in the future. Once, sometimes twice, a week we have access to a computer lab. Kids can also use media center computers at lunchtime recess.
KAET	Three computers TV
KAET	Computer TV VCR
KAET	Apple G3 & iMac with Internet connection 2 575's stand alone Cable connected TV with school wide broadcast connection; VCR
KAET	We have 8 computers with internet access that are available to the library students. We also are able to show videos via television set up in the library.
KAET	I have 2 computers with access to the internet through the cable line. We just become capable of going online. My classroom was using the internet for word processing mostly.
KAET	One Television, 2 I-Mac computers (not currently connected to internet), 2 power Mac computers (not connected), one Mac G-3 connected to internet
KAET	Not in classroom
KAET	The classrooms in our school have all been equipped with internet access, cabling has been installed for televisions; each class has 4-6 student computers. In addition, we have a media lab with 30 iMacs.

<b>PBS Station</b>	<b>6. Classroom Equipment</b>
KAET	Networked computers, T.V., cable, VCR.
KAET	1 PC (my personal PC with my own Internet access) TV
KAET	I have 7 computers with a T1 access to the Internet and a TV production studio from which my students broadcast live on a daily basis. I also have 2 TVs and VCRs in the classroom part of my facility
KAET	My classroom is the school's Media Center. We have 18 Internet computers, TVs, VCRs, laserdisc players, satellite TV and closed circuit TV, camcorders, digital camera.
KAET	I have one multi-media computer that has access to the internet as well as a VCR, and TV.
KAET	TV, VCR, 2-internet computers (1-iMac), 3-old macs for word processing, AlphaSmarts (35)
KAET	1 TV. 4 computers with internet access
KAET	Five iMac DVs, One G4, Four IBM PCs, Three Televisions, Cable all used for Video Production
KAET	We have two computers in the classroom that are connected to the Internet. We also use a campus wide television system that is connected to a main terminal. This system displays the date and time when left on a pre-determined channel. We also have the ability to check out digital cameras.
KAET	1-4 computers in classrooms, 1700lumen LCD projector in training room. Televisions in all classrooms.
KAET	8 PC computers w/ Internet connection TV/VCR/Laserdisc Use of 30 PC computer lab
KAET	I teach in a computer lab with 32 student computers. All have access to internet. I have three complete stations for TV/video editing.
KAET	6 networked Macintosh computers
KAET	No computers. There is an Internet connection available if we get computers. TV & Channel 1.
KAET	*I have 5 old, old Apple 2E's. *I have one IBM for my stuff" *I have 3 Mac's - for student use. (One will eventually be hooked up to the internet.) *I have one TV / VCR and it's hooked up to cable. "
KAET	4 student computers, 1 teacher computer, TV, video access through system, internet access through system, TI graphing calculator links to all computers, TI presenter for TV projection
KAET	Two computers in each class, both with Internet hookup. Two computer labs - one is on a scheduled basis (45 min/week) the other is a flex schedule for teachers to sign up We have Apple computers and lots of software. We have video equipment and I enjoy using iMovie with my students. The kids are also fluent with HyperStudio, PowerPoint and word processing. Oh, I do have my classroom computer hooked to a television for viewing in the classroom.
KAET	All classrooms have at least one working computer, one TV and cable access.
KAET	Dell Computers & Printer TV (basic Cox cable) Scanner
KAET	I have a computer that I use for my grades, etc. The student's sometimes use it for word processing and Internet research. The other computer I have is a Gateway computer with a large TV as the monitor. It is hooked up to a laser disk and a VCR. It has speakers. It is used for the classroom as a teaching aide.

<b>PBS Station</b>	<b>6. Classroom Equipment</b>
KAET	SMARTBoard, scanner, TV/VCR, digital camera, LCD projector
KAET	1 computer, 1 TV, 1 VCR, 1 overhead projector, 1 radio
KAET	5 computers with internet access (if the mood hits, vcr, TV with very limited cable (maintenance fixed" it) "
KAET	Channel One, One P.C. One Mac
KAET	Channel 1 Cable Dell PC - not internet ready Macintosh PC - not internet connected
KAET	1 TV - no cable, 1 OLD pc -- no internet. The District is providing computers via a technology bond, and the school has won a Technology Leadership Grant. New technology should be in place in the fall.
KAET	1 computer - no internet connection, stands alone 1 TV
KAET	In the school - Access to Macintosh lab and dell lab (35 computers T1 line access to internet) digital video and still camera In classroom - 6 Dell computers (T1 line access to internet) connected to TV monitor
KAET	Three computers and no media equipment
KAET	26 workstations on an NT network with internet access, flatbed scanner, color laser printer, digital camera access, laserdisc and VCR with 26 monitor, LCD projector"
KAET	T-1 line (district server), 10 Compaqs (slow), 4 word processors, 4 OPACs, 2 IMACs, 5 G3s, 1 PowerMac 7500, scanner, digital camera, LCD projector, SmartBoard, laser printer, 2 inkjet printers (one color), cable TV
KAET	Computer t1 connection
KAET	I have 3 Macintosh computers, each a different model. I have an LCIII, LCI, and another one I am not sure of. I also have 1 Compaq. I have a TV connected to cable.
KAET	I'm a librarian, with 4 internet computers on the floor and a circulation computer for my use. All are networked
KAET	We have internet access with 8 computers connected to an IBM printer. I have a TV, which will be connected to some type of cable and is accessible to be used with the teacher computer.
KAET	TV, VCR, Computer, Internet, and printer
KAET	3 student computer with network, lan, wan, internet Gateway destination system
KAET	Computer for the teacher, TV/VCR
KAET	I have one computer with internet access with a hook-up to the TV
KAET	9 computers, TV, overhead projector, 2 printers
KAET	I am in the library. We have a VCR tower that goes to all the classes. An iMac lab is part of the back of the library with 30 internet accessible computers. (We do not have permission to use the Internet with the classes) We have a projector and scanner and digital camera, and video cameras.
KAET	5 PC, a presentation system, TV, scanner, printer, ISDN lines
KAET	Computers - 2 Apple Macs = 1 IMac, 1 G4, both internet connected... Also 6 Apple IIGS... TV, VCR
KAET	I have one computer Internet access and one TV. With cable access.
KAET	Computers, TV, WEB access, VCR
KAET	TV

<b>PBS Station</b>	<b>6. Classroom Equipment</b>
KAET	36 imacs, 1avprojector
KAET	2 IMAC Computers, Printer, Monitor, VCR
KAET	10 internet capable computers, teacher computer w/s-video capabilities, television monitor

<b>PBS Station</b>	<b>6. Classroom Equipment</b>
KCET	Computer with high-speed internet access. LCD video projector. TI-82 Graphing Calculators.
KCET	Compaq lab with T1 internet access.
KCET	2 Mac Computers, 1 TV & VCR, overhead
KCET	Three IBM compatible 486's or better. All with internet access and CD Rom. One TV and VCR, no cable access at this time.
KCET	Pc, printer, internet cable, TV, vcr
KCET	We have a TV&VCR, 2 older MASC & 1 HP printer & overhead projector
KCET	TV cable, VCR, (2) Apple 2Ile, (2) Macs, Epson color printer
KCET	YV, data projector - 10/100 Ethernet cable
KCET	I have a TV/VCR, a stand-alone computer with a printer with very limited memory used as a roll book. Internet hookup is now available.
KCET	TV, and a computer that doesn't work.
KCET	27 VCR/vcr laptop mac g3 powerpc; 7 iMACs on hub and t1 line "
KCET	7 imac computers, printer, scanner
KCET	VCR/vcr
KCET	=Two computers: one Apple (1999) and one IBM pc compatible (circa 1995). -Our school is presently wiring all classrooms for internet access. -One television with VCR (no cable).
KCET	There are two computers. We just got internet hook up. There is a TV also.
KCET	Two computers with Internet access, and a TV that is shared with teacher on the same floor
KCET	I have computers in my room. Internet access has been connected recently, but it is not activate yet.
KCET	Two computer, TV, VCR
KCET	1 computer with Microsoft Office '97
KCET	1 multimedia computer (PC platform) connected to a T1 line 1 older computer I pulled out of the trash and fixed One old HP printer A scanner that I bought on closeout at Office Depot (it needed fixing) My digital camera Cable TV connect TV shared with several other teachers
KCET	
KCET	TV, VCR, Data Pro; 2 online computers, 1 online laptop; 2 huns for laptop students
KCET	Waterford computers, IMac Apple computers.
KCET	2 networked computers that have internet access and are connected to the TV.
KCET	Two Macintosh machines with internet, One TV with cable, VCR and Laser Disk.

<b>PBS Station</b>	<b>6. Classroom Equipment</b>
KCPT	Computer internet TV cable
KCPT	1 teacher computer (RoadRunner Internet connection), 1 TV/VCR combo set up (cable ready), overhead projector,
KCPT	1 classroom computer with internet connection
KCPT	1 computer - teacher use only, internet access TV, VCR, Channel One networked with all 6th grade
KCPT	1 computer (teacher use only), 1 television
KCPT	One computer w/ internet access TV
KCPT	One classroom computer TV, Television VCR cable
KCPT	Computers, access connection, TV's
KCPT	There is one faculty computer connected to the internet. There are two student computers with one being connected to the internet. We have cable access with a television monitor and VCR.
KCPT	1 computer, TV, audio equipment
KCPT	One computer with internet
KCPT	Computer and printer, one TV; no cable
KCPT	1 Computer, TV Drop, but no TV
KCPT	1 television - cable access, and tied to all other televisions in the building through a network. 1 teacher computer with internet access Projection system from computer to TV studio in school that broadcasts daily to the whole school
KCPT	Computer with internet access Elementary Computer Lab with internet access TV with VCR with satellite
KCPT	One computer with internet connection; one TV with cable connection
KCPT	Computer in classroom connected to large screen TV with cable hook-up. Remote mouse for computer. VCR and Laserdisc within the room along with an overhead projector.
KCPT	1 computer, TV, cable, overhead projector
KCPT	Computers, cable TV, video,
KCPT	Computer with internet access and printer access
KCPT	I have only one computer in the classroom.
KCPT	TV
KCPT	Computers, TV, cable.
KCPT	We have a TV with VCR and sat. Hook-up. We also have a computer with internet access.
KCPT	4 PCs with internet - Netscape, each connected to one TV screen.
KCPT	I have one computer, one TV that is a Channel One television so it has cable. I have one overhead.
KCPT	We have 1 computer that has Internet access, overhead projector and listening equipment. We also have 2 older apple computers.
KCPT	9 student computers, 1 teacher computer, 1 VCR/vcr
KCPT	District support

<b>PBS Station</b>	<b>6. Classroom Equipment</b>
KCWC	4 IMacs, scanner, VCR/vcr, cable, video camera
KCWC	Up to date and on line high quality
KCWC	4 computers with internet access; one TV with cable

<b>PBS Station</b>	<b>6. Classroom Equipment</b>
KCWC	One teacher computer with internet connection, one computer for word processing, one television, one vcr
KCWC	Computers, TV, VCR
KCWC	Computers, Smart Board, Projectors, Cable TV, Distance Learning Lab
KCWC	1 computer (Mac LC) Ethernet terminal for LAN available but computer not compatible 27 TV VCR Laser Video Disk Player "
KCWC	One computer hooked to the district file server which is also loaded with Accelerated Reader program, cable TV with VCR, one stand alone Macintosh computer for student use, computer lab with Internet access located in the library
KCWC	One computer used by teacher for grades, attendance, internet access
KCWC	1 TV w/Proxima and Cable 5 Stand Alone Computers w/Printers 1 Networked Teacher Computer w Internet
KCWC	There are 4 computers in the room, with one having Internet access.
KCWC	Computers, Access connection, TV, cable
KCWC	4 computers in room, 1 digital camera in room, 1 printer in room, 1 TV with cable. Access to internet in room, access to scanner and computer lab. Laptop in room. Successmaker program in lab
KCWC	TV's Direct TV, scanner, digital camera, zip driver, Internet, computers, smart board, alpha smarts, presentation system
KCWC	Computers, Internet, TVs, scanners, printers, digital cameras, copiers, video cameras, smart boards

<b>PBS Station</b>	<b>6. Classroom equipment</b>
KLRN	Computer with access to internet, TV, vcr, overhead and radio
KLRN	We have 3 mac's LC II's that are obsolete. They have no peripherals, and the printer does not work. Our students have no access to current technology at all.
KLRN	Computers, Internet connections, TV, VCR, Overhead projectors,
KLRN	Computer lab of 26 computers, all internet access, tv, projector for monitor lectures
KLRN	Computers with access to the internet, TV and vcr, overhead projector
KLRN	My classroom has a TV with Channel One cable connection. It also has an overhead projector. I also have a portable stereo/CD player.
KLRN	2 computers, one with internet access, one television, no access to cable
KLRN	Library-Computers, Channel One
KLRN	One computer one TV one VCR
KLRN	Closed Circuit TV Overhead projector stand-alone computer with printer
KLRN	TV, Cable, Overhead Projector, video disc, vcr, auditory equipment, cbl calculators, measuring instruments
KLRN	Three non-internet, non-networked PC compatibles with the Office 2000 software bundle Laserdisc player, VCR, One 19 TV with Cable and Channel One, One 33" TV. Access to a 26 station lab with an InFocus projection system"
KLRN	6 computers, scanner, digital camera, 2 TVs/VCR, Television Equipment, overhead projectors

<b>PBS Station</b>	<b>6. Classroom equipment</b>
KLRN	TV
KLRN	I have one computer that is connected to the internet. I have one TV and one VCR.
KLRN	Computers, TVs, cable
KLRN	Computers, TV,
KLRN	TV, VCR, overhead
KLRN	1 I mac 3 other apple computers overhead projector tape players
KLRN	I currently have one TV, cable connections, 5 computers, one computer with the internet
KLRN	Overhead Projector Television VCR One class computer One yearbook computer Access to cable
KLRN	TV, cable, 4 computers, internet via LAN, laser disk player, VCR, satellite access
KLRN	4 computers, one scanner, one laptop, One TV
KLRN	TV/VCR combo, 2 computers with Internet access,
KLRN	4 play stations, 2 computers, 1 television
KLRN	Cable, can borrow a TV, as of Sept. 2001 we should have cable access
KLRN	There are currently 4 computers, and 1 dot matrix printer. The computers are all apples (only 1 IMAC) and only 2 have CD ROM capability. There is cable TV access in the room, but we share a TV among 10 teachers. As of Sept. Each classroom should be wired for internet access.
KLRN	Computers
KLRN	Macintosh computers one with CD capabilities
KLRN	I have one IBM computer; one apple computer; connections for TVs, and cable;
KLRN	5 computers, 1 printer, TV
KLRN	2 computers (access connection but not connected), scanner, printer, interactive dvd player, sony play station, television, digital camera, digital movie camera, vcr
KLRN	Apple computers
KLRN	2 computers
KLRN	Two computers with printers-one pc, one apple and potential internet access for 2001-2002. No TV but think there is cable access.
KLRN	6 computers with internet access scanner laser printer VCR, digital camera, camcorder
KLRN	4 new Macintosh computers with printer G3 Macintosh with computer Internet Access on all 5 computers Digital camera
KLRN	Computers
KLRN	Computer, internet access
KLRN	Television a computer without internet
KLRN	We have computers (2) that have access but are not connected. In the class there is also a sony play station.
KLRN	Apple computers -4 Printer - 1 TV 19 inch - one playstation TV's 12 inch- (4) one playstation for each

<b>PBS Station</b>	<b>6. Classroom Equipment</b>
KNRS	Two computers that are older than 8 years old

<b>PBS Station</b>	<b>6. Classroom Equipment</b>
KRMA	I have one Macintosh computer that is used for software operations as well as internet access. I also have four NC internet stations that are available for the children to use with teacher chosen websites. These computers also have a simple word processing program that the children have access to. At this time I do have cable access in my classroom although we have not installed a monitor at this time.
KRMA	Six computers with internet access
KRMA	Computers, TVs cable
KRMA	Laptop and computer drops but no computers or permanent TV
KRMA	We have access through the library to check out TVs, VCRs and a cable connection in the library. We have a Mac computer lab in the 7th grade that has internet connections and we also have computers for student access in the library.
KRMA	One IBM Computer/Wall Mounted TV with VCR capabilities/Networked to Internet through Otero Junior College

<b>PBS Station</b>	<b>6. Classroom Equipment</b>
LPB	We have 4 Dell computers connected to the school server. We have one G3 Mac connected to the school server. We also have 4 Mac 5500 not connected to the internet. They all have printers. There is a laser printer for 1 Dell and 1 Mac. We have a scanner for the Mac.
LPB	1 computer with internet access 1 32 TV 1 VCR no cable"
LPB	TVs, Computers VCR's Cable "
LPB	Graphic calculators with graphing view screen for overhead.
LPB	I use an overhead projector on a daily basis and I use a TV often.
LPB	Dell Pentium III Computer, Apple IIe computer, Compaq computer, T.V., VCR, Cable access,
LPB	Computers, TV, cable vcr
LPB	5 computers with internet access, one multimedia cart with internet access
LPB	I did not have computers in the classroom but I can go to the library to use theirs
LPB	Computers, TVs
LPB	Internet capable computer lab. Access to TV/VCR. LPB satellite.
LPB	Digital Camera Computer with Windows 98 Video camera overhead calculators TV/VCR
LPB	Computers, TV, VCR, access connection, printer, overheads
LPB	At my school, each classroom has one computer connected to the internet. There are three computer labs, and the library has 8 computers hooked up to the internet. Each classroom has a 19 inch Channel 1" television."
LPB	We have two computers, one TV, and an overhead projector



<b>PBS Station</b>	<b>6. Classroom Equipment</b>
LPB	Computer with printer graphing calculators overhead projector digital camera
LPB	5 computers internet access TV vcr
LPB	Overhead projector, VCR/vcr, video camera, digital camera, computer/printer
LPB	I have only one computer, and one printer, a television, vcr, and tape recorder. We desperately need at least two computers in this classroom.
LPB	There is one computer in my classroom, no other media equipment.
LPB	Three computers with printers, overhead, digital camera, video camera, fraction calculators and teacher overhead calculator, TV/VCR
LPB	TV, VCR, laptop computer
LPB	Computers with printers, TV/VCR, Video Camera, Digital Camera, Overhead
LPB	Internet Computer TV-VCR
LPB	Two computers connected to Internet. One 27-inch TV with a VCR connected. TV is also connected to one of the computers. One digital camera and one video camera. I also have a laptop, which is for teacher use only.
LPB	I have one computer, an overhead projector, tape recorder, calculators and TV/VCR.
LPB	Computer with internet
LPB	Computer Big Screen TV PVC hook-up
LPB	TV with cable
LPB	Dell computer with internet access
LPB	TV, vcr, overhead
LPB	Computer, overhead, cassette player, VCR/vcr

<b>PBS Station</b>	<b>6. Classroom Equipment</b>
METV	Computers, Laser Disc Players, Digital Cameras, Internet Access, Scanners, Channel One
METV	Within my school district we have classroom computers with access connections at least two drops in each classroom

<b>PBS Station</b>	<b>6. Classroom Equipment</b>
MPT	We have 3-4 computers in each class. We have another 15 computers in the library. TVs are shared by a grade level so there is usually one for every 3-4 classes.
MPT	13 Pentium 3 computers, viz cam, big screen TV connected to cable and VCR, LCD projector, laptop with DVD player
MPT	I have my own computer. The kids bring in laptops as necessary. There are computers in each of the classrooms.
MPT	TVs, VCR, WAN Internet connection, cable, iMac, 2 486s with no CD drive, overhead, tape recorder
MPT	My school has a PC lab of 30 computers. Teachers each have a laptop

<b>PBS Station</b>	<b>6. Classroom Equipment</b>
	computer with Internet access. We have 2 SmartBoards in the building. There is a TV in every classroom with cable access.
MPT	BTMS is a comprehensive middle school, which still does not have computers in every classroom. Donated computers serve the bulk of our present inventory.
MPT	One computer that is connected to the Internet, visualizer, T.V. and an overhead
MPT	None
MPT	Computer printer TV video disc player vcr gold connection visualizer
MPT	I have TV, 2 computers w/ internet service, which I just received within the last two weeks.
MPT	I'm in a temporary building and was not given a computer. All of the classrooms in my building have internet access.
MPT	Computers, Cable TV, Internet accessible
MPT	I have a laptop computer; a Dell with an ATI video card, a Gateway and another PC and a mimeo device
MPT	3 computers: two internet accessible and a TV
MPT	Computer, television, closed circuit cable
MPT	CABLE
MPT	One computer that does not have Internet access.
MPT	T.V., VCR, 1 Computer, Cable, Internet Access
MPT	Computers TV
MPT	Wireless modules that portable and teachers can sign up for...teachers have their own laptops and cellular phones.... 2 SMARTboards that are portable and are signed up for
MPT	Media Center - computers, Internet access, TV, vcr, cable
MPT	2 486's - 1 TV - 1 VCR -
MPT	Computer, access connections, laser disk player, DVD player, TV, cable, etc.
MPT	None
MPT	Computers, TV, internet access
MPT	6 Dell Optiplex Pentium III's 11 IBM Thinkpad's 1 network printer 1 LCD projector 1 Visualiser connected to a Cable TV with VCR
MPT	TV, computer, internet
MPT	I work in the Regional Office and facilitate workshops.
MPT	Computer, TV, cable, access connection
MPT	Two computers with Internet access, three computers with word processing capability, one TV with VCR and cable ready
MPT	There are at least two new Dell computers with Windows 98 and Internet access in each of the classrooms. We use video- Visualisers and a Gateway computer with a remote keyboard.
MPT	COMPUTERS INTERNET CONNECTIONS LAP TOPS
MPT	LCD projector, computers, TVs, cable, telephone
MPT	I have 13 networked computers with access to the internet, a printer, scanner, LCD projector, Video Visualiser, television, VCR, cable access, and TI-83 graphing calculators.
MPT	One computer with word processing
MPT	TV, VCR, Cable
MPT	TV, access connection

<b>PBS Station</b>	<b>6. Classroom Equipment</b>
NHPTV	4 computers with internet access, TV with cable access
NHPTV	3 computers on line TV cable ready
NHPTV	Computers, tv, overhead projector, headsets, calculators
NHPTV	Computer cable TV and vcr
NHPTV	NT network with 4 workstations per classroom
NHPTV	3 computers- 2 connected to internet- 1 computer connected to the TV - Cable TV and a VCR- 1 inkjet printer, 1 laser printer
NHPTV	3 computers (1 with internet access)- 1 computer connected to TV- cable TV and vcr- inkjet and laser printer
NHPTV	4 computers, 1 that has internet access
NHPTV	2 computers, internet access
NHPTV	3 computers networked printers 1 mac
NHPTV	Computers, TV, cable
NHPTV	One computer with internet access, 3 old Apple II Gs computers and one old donated Mac computer.
NHPTV	Two computers (one hooked to internet)
NHPTV	Computer, Internet, TV, VCR, Overhead, Cable
NHPTV	Computers
NHPTV	3 computers, 20 calculators
NHPTV	Computer, access connection, TV, VCR, satellite
NHPTV	Computers, TV's, cable
NHPTV	I have two IBM computers in my classroom with internet access. I also have a television with cable ability. There is also an overhead projector, which could be hooked to the computer and projected onto the computer.
NHPTV	2 computers, TV, cable, vhs
NHPTV	3 computers internet access 1 TV cable
NHPTV	One working computer, printer, TV, cable, Channel One
NHPTV	2 computers 1 printer television w/cable access and channel one educational programming internet access available in library only
NHPTV	1 computer with internet access 1 TV with cable
NHPTV	1 television w/ vcr, cable connection, computer connection. 5 internet connected computers/networked
NHPTV	Computers and TV
NHPTV	Mac-1 apple II E-1
NHPTV	15 Stand Alone and 2 internet accessible TV's.
NHPTV	Personal computer, TV, basic cable
NHPTV	2 apples IIg, 1 IBM, 1 Dell with internet access and 32 monitor"
NHPTV	486 Pentium, Internet Explorer, Old apples, 386 slow computer, TV cable in classroom
NHPTV	1) No Cable in the Classroom" connection at this time, but do use instructional videos in Science class. I tape them at home from TLC, Discovery Channel, Nature, etc. and off of NHPTV, Maine Public TV, and WGBH in Boston. I live in an area of coastal NH where I am able to receive all 3 public TV stations on my television. I have 2 IBM PC-type computers in my classroom that are used for lessons, searches, supplemental research on topics/subjects, etc. Since I deal with a

<b>PBS Station</b>	<b>6. Classroom Equipment</b>
	specialized population of students (those with ADD, ADHD, Learning Differences and Disabilities, dyslexia, dyspraxia, cognitive and hearing impairments, etc. I teach using a variety of audio, visual, and kinesthetic movement and hands-on approaches. I must incorporate sight, sound, activities, and fun into my daily lessons in order to stimulate student interests and brain (active learning) activities. The units must incorporate student feedback, prior knowledge's, and personal experiences for the students to be able to understand relevance, importance, and meaning to what is being taught. "
NHPTV	5 computers, 2 with internet connections, 1 TV to share with seven teachers (or more)
NHPTV	1 Apple and 1 Gateway computer, bubble jet printer, overhead projector.
NHPTV	One computer with internet access and with an inter-school network connection. Television with vcr. Overhead projector.
NHPTV	Computers, TVs, cable
NHPTV	Class has some Apple IIE computers for drill games and w. processing; also PC with internet capabilities and CD rom. Class also has telephone in it.
NHPTV	I have two computers. One is an Apple and the other is not however it is not hooked up to the internet at this time.
NHPTV	Computers, access connection, tv, cable, other
NHPTV	VCR w/ TV computers (2) Apple for backup instruction

<b>PBS Station</b>	<b>6. Classroom Equipment</b>
WDCQ	3 computers (2 macs, 2 pc), TV/VCR, cable, networked internet service
WDCQ	I am an administrator dealing with K-12 Mathematics.
WDCQ	One computer with internet access, TV with computer hook up, cable, printer, digital camera, scanner
WDCQ	4 Macintosh computers. 1 Dell PC, 1 Compaq PC access one line to one PC
WDCQ	Computer w/Internet, Digital Camera, Cable Access
WDCQ	One computer in the class, internet access Cable hookup but no TV
WDCQ	2Apple Computers 1 Dell Teacher Workstation internet connected 1 Mac 3 Computer 1 TV and VCR (personal)
WDCQ	2 Apple computers and printers 1 Dell teacher workstation internet connected 1 TV/vcr shared with 3 other classrooms
WDCQ	Macintosh/IBM compatible computer w/overhead and LCD panel also there is a Dell computer which is the only computer connected to the school intranet, there are two cable connections in my classroom. TV's must be checked out from the school media center
WDCQ	3 apple computers equipped with learning programs, Microsoft word: 1 teacher computer equipped with internet, district e-mail, Windows, Word, Excel.
WDCQ	1 computer, cable access at 6 TV stations, and a digital camera
WDCQ	1 TV, 3 Macintoshes, 1 Dell, web access, cable TV
WDCQ	TV, VCR, cable access, 3 computers, 2 Internet connections, ability to

<b>PBS Station</b>	<b>6. Classroom Equipment</b>
	access digital cameras and projection device for the computer.
WDCQ	2 Apple computers, 1 PC with internet connection, 1 very old TV and 1 very old VCR, 1 very old record player, 1 overhead projector, 1 tape recorder, access to 2 computer labs, access to a computer projector with internet
WDCQ	I have five computers in my classroom with cable hook up but no TV.
WDCQ	One computer, internet access, TV, cable
WDCQ	TV with cable 1 computer
WDCQ	I have one new Dell Computer, VCR, TV, Overhead, Cable, Telephone
WDCQ	Dell Computer TV with cable
WDCQ	Two Apple computers with AR, teacher computer with internet access.
WDCQ	One computer connected to internet television VCR basic cable 2 stand alone non-internet old Macs
WDCQ	1 Compaq, 2 575 Macintosh, 2 iMac's, access to a digital camera (one for building), TV/VCR (One for 4 third grades) Various software for iMac's.
WDCQ	Television with VCR & hooked up to cable, 3 IBM's linked to internet.
WDCQ	One computer with internet access only (teacher's) TV not connected to computer. Only 3 Macs for kids. Computer lab once a week for 45 min. Mostly district assigned pretests but a couple internet opportunities (directed for research)
WDCQ	Computer, access connection, TV, cable
WDCQ	Dell computer (pc) internet access, 2 apple computers and printers (no on-line capability)
WDCQ	We have three classroom computers (old Macs), but the students spend more time on the computers in the computer lab because they are set up to use the internet. The only computer in my classroom that is able to access the internet is the computer I use at my desk. We have TV access too.
WDCQ	The media center computer lab consists of twenty-eight computers. In the reference area, we have access to eight computers. Each classroom but five have access to channel one TV news. All departments share a TV and vcr, overhead projector within their departments. Tape recorders, LPs, cd player, video camera and film is shared among the staff.
WDCQ	We have one computer in the classroom that has internet access. We have a TV with cable. We also are able to go to the library to use a classroom set of computers.

<b>PBS Station</b>	<b>6. Classroom Equipment</b>
WPSX	Cable TV 2 printers vcr scanner 3 pcs smart board
WPSX	Computers, internet, TVs, cable, smartboard, network

<b>PBS Station</b>	<b>6. Classroom Equipment</b>
WVIZ	Two computer classroom both with Internet access. One computer is

	connected to the overhead television screen which in turn is cable connected.
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<b>PBS Station</b>	<b>6. Classroom Equipment</b>
	One computer with internet access
	I use laptop, TV/VCR, overhead projector, and equipment that connects computer to TV.
	35 PowerMac computers, focus boxes, cable
	1 computer, television, TI 83 calculators and TI presenter
	Computer
	I have two computers, a TV, and a tape recorder in my classroom.
	Computers, internet, networked, cable, scanner, cd burner,
	One teacher computer (mac) two student computers (mac) TV. overhead
	Computer, internet access, cable television, printer, camera
	NONE
	Computers, TV's, cable
	Unsure. They were donated from U.S.A. Today.
	Building had internet access, the classrooms had at least 1, some had up to 3 computers for use.
	Overhead projector/calculator internet connection-no computers CCTV for channel 1, cable TV, & local VCR input class set of calculators
	Multimedia center with state of the art broadcasting system. Several Gateway computers. Limited hardback books are limited.
	30 Pentium 3 Dell computers, networked, projector
	Internet access; TV
	1 iMac connected to the Internet (teacher's computer), 4 iMacs (OS 9.0) and 1 PowerMac. One scan converter transmitting images from the teacher's computer to the TV screen. One TV. District policy-no student access to the Internet except under direct teacher supervision.
	4 imac comp. W/internet access 1 cable TV
	The teachers that I work with have computers with internet access, TVs and VCRs
	All teachers I work with have internet, multimedia computer and printer.
	We do have access to internet but there is only one computer in the room. We have the Channel One TV and cable access.
	A TV w/ Cable connection and VCR 6 computers w/ internet access TV to Computer connection so Computer screen can be viewed on TV screen Overhead projector Overhead Graphing Calculator screen
	TV
	A television- we get channel 1 through An overhead projector Calculators Internet connections- no computers- will be getting for 2001-2002 school year
	21 Dell Computers with Internet connection 1 large screen TV 1 InFocus Projector and big screen LCD Panel, overhead projector, VCR
	Mac, internet access
	2 computers with internet access connected to a LAN that is not yet running correctly...we opened the school this year, TV connected to library system with some cable, LCD projection device, graphing

<b>PBS Station</b>	<b>6. Classroom Equipment</b>
	calculators
	Computers, TV's, Internet
	My classroom has the following: TV, cable, VCR, 6 computers (2-iMacs, 2-630,2-APPLE IIE), presentation box and the 2 iMac computers are connected to the Internet
	Two computers
	Computer T1 TV/VCR
	1 CLASSROOM COMPUTER
	Some schools have a lot of technology some have very little.
	Television with video tape capabilities; stereo with tape and CD capabilities
	TV, VCR, one computer, tape player, CD player
	1 computer which is used for online grading, attendance, e-mail... 1 television, one laptop with a projector for multimedia presentations. I do have access to a computer lab.
	iMac computers, internet access, local television and vcr's
	We have limited internet access. Our network is very unreliable. In my classroom I have a TV, basic cable, 3 computers, VCR, telephone and ITview system
	Computer, scan converter, TV, VCR
	One computer, 30 TI-83 graphing calculators, one television, one TI-83 presenter
	Computer T1 TV/VCR
	Computer with cable internet
	TV, cable, one computer
	Computers, internet, scanners, TVs, cable, printers.

## 7. Professional Development During the 2000-2001 School Year

Respondents were asked to check the professional development activities in which they had participated during the 2000-2001 school year. Their choices were a) Other technology professional development (not TeacherLine); b) College credit courses toward an advanced degree; and c) Hours spent in all types of technology related professional development. There were 344 who had participated in other technology professional development. College courses were attended by 142 of the respondents. The mean response for number of technology related hours of professional development was 39.775 hours. Variances ranged from 1,000 hours to one hour. (See Table 15.)

**Table 15: Professional Development**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Pro Dev Other tech 1No 7a	1.030	.170	.015	135	1.000	2.000	444
Pro Dev Other tech 2 Yes 7a	2.000	0.000	0.000	344	2.000	2.000	235
Pro Dev College1 No 7b	1.017	.129	.008	295	1.000	2.000	284
Pro Dev College 2 Yes 7b	1.979	.144	.012	142	1.000	2.000	437
Pro Dev Hours 7c	39.775	85.647	4.060	445	0.000	1000.000	134



**8. My experience with using technology to support instruction in my classroom is:**

Respondents were asked about their experience in using technology to support instruction in their classrooms. Their choices were a) none; b) Limited to the 2000-2001 NCTM Academy Nine-week Follow-up or NCTM Virtual Academy; c) limited to the TeacherLine Professional Development in which I'm about to participate; d) Moderate: have used technology in my classroom for up to two years; e) Extensive: have integrated technology into my classroom for more than two years.

A large group, at 129 respondents, indicated that they had extensive use of technology in their classroom for more than two years. The largest group of 234 respondents had spent two years or less using technology in their classroom. Beginning their technology professional development with TeacherLine represented the first experience using technology in the classroom for 63 respondents. A total of 379 respondents had less than two years experience in using technology in the classroom. This indicates a strong need for TeacherLine and the professional development that it will provide. (See Table 16.)

**Table 16: Experience Using Technology in Class**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Exp tech class 1 none 8a	2.800	9.063	1.083	70	1.000	65.000	509
Exp tech class 2 NCTM 8b	2.000	0.000	0.000	3	2.000	2.000	576
Exp tech class 3 TL 8c	3.000	0.000	0.000	63	3.000	3.000	516
Exp tech class mod 0-2 yrs 8d	3.996	.065	.004	234	3.000	4.000	345
Exp use tech class ext 5=2+yrs 8e	4.984	.124	.011	129	4.000	5.000	450

**9. How much has using instructional technology changed the way you teach your classes?**

Respondents were asked how much using instructional technology changed the way they teach their classes. Possible responses ranged from not at all which scored one point, to greatly which scored four points. A combined 299 respondents indicated that

instructional technology had no impact or some impact on them. Only 199 respondents indicated that instructional technology had changed their teaching either quite a bit or greatly. This was another very strong indicator that the professional development that will be provided by TeacherLine is greatly needed by teachers which it is serving. (See Table 17.)

**Table 17: Has Technology Changed Your Teaching**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Tech change teach No 9	1.053	.459	.053	76	1.000	5.000	503
Tech change teach Somewhat 9	2.004	.067	.004	223	2.000	3.000	356
Tech change teach Quite a bit 9	2.976	.155	.014	123	2.000	3.000	456
Tech change teach Greatly 9	4.000	0.000	0.000	68	4.000	4.000	511

**10. What percentage of the time do you think you act in each of the following roles (total 100%)?**

Respondents were asked what percentage of the time they acted in each of four roles. The choices were lecturer, coach, mediator, and facilitator. The sum of each column of percentages indicates the dominant group of teachers feel that they spend more time facilitating their classes (total 1368.26). Very few indicated a large portion of time devoted to mediating (total 301.38). Coaching (total 759.00) and lecturing (total 880.33) carried the rest of the total sums. (See Table 18.)

**Table 18: Percentage of time spent in role**

Role	Totaled Percentages
Lecturer	880.33
Coach	759.00
Mediator	301.38
Facilitator	1368.26

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Lecturer % 10a	1.819	8.602	.391	484	0.000	80.000	95
Coach % 10b	1.555	8.035	.364	488	0.000	90.000	91
Mediator % 10c	.618	3.042	.138	488	0.000	30.000	91
Facilitator % 10d	2.798	10.710	.484	489	0.000	85.000	90

**11. How many hours per week does an average student use a computer for assigned work?**

Respondents were asked to indicate the hours per week that an average student used a computer for assigned work in the classroom and in a computer lab. The mean number of hours for both questions was 1.5 hours. (See Table 19.)

**Table 19: Hours spent doing assignments on computer**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Hrs Computer Class 11a	1.539	4.133	.199	431	0.000	75.000	148
Hrs Computer Lab 11b	1.578	5.032	.248	413	0.000	75.000	166

**12. How many hours per week does an average student use the Internet for assigned work:**

Respondents were asked to indicate the hours per week that an average student used the Internet for assigned work in the classroom and in a computer lab. The mean number of hours for both questions was less than one hour or .9. (See Table 20.)

**Table 20: Hours spent doing assignments using Internet Resources**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Hrs Internet assn Class 12a	.941	2.750	.134	424	0.000	30.000	155
Hrs Internet assn lab 12b	.936	2.992	.147	416	0.000	35.000	163

#### 14. How often do you use each of the following with your students?

##### Equipment and Software

Respondents were asked how often they used specific equipment and software with their students. The choices were never, monthly, weekly, and daily. The never response was given one point and the daily response was given four points. Equipment included a computer, digital camera, VHS camcorder, and a TV/VCR. Software included e-mail, presentation, word processor, and Web browser.

For equipment use, the computer received the highest mean score of 2.858 followed by 2.367 for a TV/VCR. Both indicated a range between weekly and monthly use.

For software, the scores were lower with word processing receiving the highest mean at 2.499. Web browsers garnered a 2.084 mean. Presentation and e-mail software received 1.756 and 1.646 respectively, which indicated a mean use between never and monthly. (See Table 21.)

**Table 21: How often do you use each of the following with your students**

##### Equipment and software

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Computer Use 1-4 13a	2.858	1.091	.050	484	.500	4.000	95
Dig Camera Use 1-4 13b	1.481	.747	.034	482	1.000	4.000	97
VHS Camcorder Use 1-4 13c	1.368	.672	.031	476	1.000	4.000	103
TV/VCR Use 13d	2.367	.907	.041	482	1.000	4.000	97
E-Mail Use 1-4 13e	1.646	1.071	.049	480	1.000	4.000	99
Presentation Use 1-4 13f	1.756	.937	.043	480	1.000	4.000	99
Word Process use 1-4 13g	2.499	1.126	.051	485	1.000	4.000	94
Web Browser User 1-4 13h	2.084	1.103	.050	486	1.000	4.000	93

**14. Rate your comfort level with using an application alone and using it with students [on a scale of 1-4 where four is high].**

Respondents were asked to rank their comfort level using software alone and using it in class with students. All of the comfort mean scores were lower when using the software with students than it was when the teacher used the software alone. For example, the mean score for using e-mail alone was 3.465, but only 2.588 when using it with students, almost a full point in difference. Using presentation software alone had a mean score of 2.686 and 2.424 when used with students which was the lowest gap. Word processing alone had the highest mean score of 3.547 when used alone, but 3.165 when used with students. Using a Web browser garnered a 3.103 mean score when used alone, and 2.653 when used with students. (See Table 22.)

**Table 22: Rate your comfort level with using an application alone and using it with students (on a scale of 1-4 where four is high).**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Comf Alone E-Mail 1-4 14a	3.465	.901	.041	495	1.000	4.000	84
Comf alone Present 1-4 14b	2.686	1.176	.053	493	1.000	4.000	86
Comf Alone Word Process 14c	3.547	.783	.035	494	1.000	4.000	85
Comf alone Web Browser 1-4 14d	3.103	1.021	.046	494	1.000	4.000	85
Comf stu E-Mail 1-4 14e	2.588	1.235	.056	488	1.000	4.000	91
Comf stu present 14f	2.424	1.160	.053	488	1.000	4.000	91
Comf stu Word Process 1-4 14g	3.165	1.026	.046	491	1.000	4.000	88
Comf stu Web Browser 1-4 14h	2.653	1.159	.052	487	1.000	4.000	92

**15: Please describe how you feel about student achievement being enhanced by instructional technologies.**

The 450 teachers who answered this question were nearly unanimous in sounding a positive note about using technology in the classroom to enhance their students' learning. Fewer than five responded in the negative. Many saw learning technologies as a necessity, acknowledging that technology was "the wave of the

future,” or commented that their students were surrounded by, and accustomed to, a highly technological world.

A significant number were enthusiastic about instructional technologies, reporting their own experiences of seeing it impact results that can be summarized as “more students learn more faster.” A number observed that students were simply more interested in material presented via technologies, and more motivated to learn. Specific benefits cited by these teachers included that the technologies they had used enabled more student exploration, more and faster access to resources and information, and gave both students and teachers more options in presenting material. Another often-mentioned benefit was that technology allowed for self-paced, individualized and independent learning. Several addressed the improved ability to teach to the variety of learning styles; the multi-sensory and interactive nature of computers and the Internet engaged those students uninterested in paper, pencils, and books.

Finally, an important component of the “more students learn more” observations was that instructional technologies “leveled the playing field” for students with disabilities and that this improved equity boosted both these students’ self-esteem and their classroom achievement.

Teachers’ positive response to technology in the classroom was not without a cautionary note. Some thought it important to stress that, while technology was a good and important tool, it was only a *tool*, not a substitute for a teacher. Other respondents observed that any teaching tool, computers included, was only as good as the teacher who used it. Several respondents pointed out that students’ successful use of technology was dependent upon their mastery of pre-requisite skills, including keyboard familiarity and language comprehension.

The other common caution addressed the possibility that computers could become the means whereby students learned less rather than more. Respondents felt that this could occur by allowing calculators to replace math skills and spell-checkers to replace

knowing how to spell, or by students' withdrawing in response to the overwhelming amount of material and information available via the Internet. Overall, these teachers welcomed new technologies with the caveat that their successful use required skilled human guidance. (See Table 23.)

**Table 23: Describe How you Feel About Achievement Being Enhanced by Instructional Technologies**

<b>PBS Station</b>	<b>15. Feel about achievement being enhanced by instructional technologies</b>
IPTV	Students are taught to polish their work as well as evaluate it for correct grammar and content. Students have access to more than enough information to write a given paper.
IPTV	The sky's the limit with technology. Individual computers will be in the classrooms soon. It is very exciting to think of the endless possibilities.
IPTV	As a first grade teacher, we are just introducing the students to various technologies. It is helpful for them to be exposed to different things.
IPTV	Whatever I can do to enhance student learning and achievement, I am more than willing to try and to implement.
IPTV	I think it would be great if I felt more prepared and comfortable using it.
IPTV	It can be the key to help grab student's interest.
IPTV	I believe we can reach more students and address more learning styles by using instructional technologies. As brain based research becomes more prominent in the educational community I think we will find this is one way to reach the students who have fallen through the cracks. However, let's not through out tried and true traditional methods.
IPTV	I am excited about the possibilities but am always wary because my motto has been technology is great as long as it works" "
IPTV	I use graphing calculators a great deal. They have increased what we can do a lot. It has made it easier for students to understand why things do what they do.
IPTV	Can be enhanced if you can use the technology.
IPTV	I feel it is a great supplement as long as the students do not use it to do everything for them. Eg using a calculator to do all there calculating including simple math. They then lose the skill of being able to do arithmetic
IPTV	Technology is so widely available to students; teachers have to use it to increase student achievement. I think students will be excited about using more technology.
IPTV	I am sure it will help but I am nervous!
IPTV	It is good to keep up with the pace of the world at any age. In Early Childhood, the children are not scared to try new things and they love working on the computers. This is a good thing. They are able to relate to the computer some times when they are not able to understand other conventional ways. Also the computer programs enhance the other lessons I teach and it helps reach all the ways the children learn.
IPTV	I used computer instruction in physics lab activities with good success

<b>PBS Station</b>	<b>15. Feel about achievement being enhanced by instructional technologies</b>
	in the past.
IPTV	Students are in a technology world. They need to learn how to use the technology.
IPTV	Sounds great- I just need to know how. I have only one computer with a classroom full of students and am unsure how to best incorporate it in my lessons.
IPTV	It's the future, they should know.
IPTV	It enhances students' learning with hands-on applications. It also helps the visual and kinesthetic learner.
IPTV	When students can make the connections to the class material by investigation or discovery the student then develops ownership of the material. Ownership helps in a deeper and more concrete understanding of the materials.
IPTV	I think it is a wonderful learning tool.
IPTV	I believe that using technology with students could provide reinforcement for new mathematical ideas.
IPTV	I don't have much feeling on this since I have had little training and experience in this area.
IPTV	As noted in the ratings, I am uncomfortable using internet access with my students. I do a lot of learning games/activities using the computer with them (on a daily basis). I want to become more comfortable using the computer and all its advantages for student use.
IPTV	I believe that student achievement can be greatly enhanced by using instructional technologies.
IPTV	As for so many I will question it until the bugs and time consumption set-ups are ironed out.
IPTV	Students can learn a lot from some programs that line up with our standards and benchmarks. It is another way to present to students information and have them work at their own level.
IPTV	I would love to have the Internet in my classroom. It would be great to have a few more computers too--it would enhance my instruction without a doubt.
IPTV	It is very worthwhile to be in the technological world with students.
IPTV	When the appropriate technologies are available I believe they can greatly enhance the student's education.
IPTV	This is a avenue where students can progress an their own rates and expertise as well as them becoming an instructor with peers
IPTV	There is a positive change in achievement when tech is used.
IPTV	I think the students will really grow and advance much faster with computers as a mode of instruction.
IPTV	I believe it definitely helps but it is extremely hard to measure how much the technology has helped
IPTV	I feel it can be greatly enhanced, but I don't have access to iBooks that would make it workable for my class.
IPTV	I think it is an important part of today's education for our children.
IPTV	If it is integrated and the student achievement is measurable and shows results, it is then effective.
IPTV	I believe that technology will allow the students to further investigate some concepts we have learned.



<b>PBS Station</b>	<b>15. Feel about achievement being enhanced by instructional technologies</b>
IPTV	Student achievement is enhanced because of the interest level and motivation of students being higher. Students also are allowed to go more at their own speed and interest level stays higher.
IPTV	In this day students are more willing to learn using technology, which enhances achievement. However, schools find it hard to financially support necessary means to keep up and do so.
IPTV	I believe that students that student achievement can be dramatically enhanced through technology. Students thoroughly enjoy using technology and it stimulates their learning.
IPTV	I am excited to learn more!
IPTV	I think it is a good thing
IPTV	I believe technology will help motivate students who may think books/paper & pencil are dull.
IPTV	I think it is great!
IPTV	Very favorable
IPTV	Students are able to explore beyond just finding the answer.

<b>PBS Station</b>	<b>15. Feel about achievement being enhanced by instructional technologies</b>
KAET	I think that technology use is essential for students. It has real world applications and allows reinforcement of skills in a manner that the kids enjoy.
KAET	Student achievement is directly enhanced by how much or how little their experience mimics real-life and that is very technologically dependent.
KAET	I believe it will be an excellent tool. Being in a rural area we will be able to connect with the world around us.
KAET	I would like to be able to learn more about the computer to be able to enhance my students' learning
KAET	Instructional technologies can bring a subject alive for a student. It can get and hold interest in a way that printed material alone cannot.
KAET	It creates an individual learning situation for each student. It can be personalized to meet their level and needs.
KAET	Instructional technology has a very positive impact on student achievement.
KAET	Student achievement can be enhanced by instructional technologies as it reaches those students who are not reached through the normal classroom modalities. It is a tool and is not a substitute for the teacher.
KAET	It is hard for me to say since I have not used them in my class. From what I see outside of my classroom in the student's homerooms, they are strongly used and highly achieved.
KAET	As long as students have equal access to the technology I believe it would help create more interesting ways to learn and show learning.
KAET	Students are intrigued with being able to use technology as a means to demonstrate what they have learned and know. In most cases they are using it effectively. It allows students a more equal playing field for production of a product.
KAET	The only way instructional technologies enhance student achievement

PBS Station	15. Feel about achievement being enhanced by instructional technologies
	is through good instruction. It is not the technology but still good instruction no matter technologies are available. It may help more in motivation and thus a continued study.
KAET	Technology is a viable tool that will enhance any assignment if used properly. The development of technology skills for students is a primary concern for my classes. However, the skill for using technology is only as good as the basic principles the student has learned. For example, if English skills are low, using a spell checker does not necessarily help because the student is unable to distinguish between the options" given.
KAET	The student of today must learn to work with technology or be forever lost. The learner is able to accomplish much more in so little time. I find this to be a true value. Each learner is able to work at his/her own comfort level and pace and is proud of the end result.
KAET	I feel that my students live in a technology-laden world and therefore it enhances their learning and retention greatly when I use computers and related technology to enrich the lessons I use.
KAET	Because students enjoy using the computer, I believe they are more eager to learn and apt to achieve more when using the computer.
KAET	All facets of student learning are enhanced using technology, whether it is to locate information, communicate with others, process and sort data, or present information through charts, reports, presentations, etc. Technology allows teachers and students choices about how and what to learn and how to share what has been learned. Students are able to demonstrate progress over time using electronic portfolios.
KAET	Technology definitely can enhance student learning. The main difficulty I have experienced is that many students are not proficient with the keyboard and therefore are not able to use word processing programs effectively. Also, The time necessary to teach the use of technology is hard to find.
KAET	I think technologies will greatly influence an increase in student achievement.
KAET	The Internet is motivating to many students.
KAET	I believe student achievement is greatly enhanced do to instructional technology. Student involvement in so much greater and the availability of resources in amazing.
KAET	Technology is not a replacement but rather an addition to various styles of teaching that can enhance the learning experience. It allows student another avenue to construct knowledge.
KAET	Technology resources allow students to achieve more advanced and professional presentations, however, if not properly instructed students can be lost in the wealth of computer and internet resources. The most difficult part of integrating technology is teaching students to shift through resources and find useful material/
KAET	I would love to use technology in my teaching, but haven't figured out how to do it, yet.
KAET	Instructional technologies allow students of often diverse abilities to be reached simultaneously. I have also experienced an increase in student participation and interest when presentation software and internet activities are used.
KAET	The possibilities are endless. Ideas. Shared thoughts, research, and

PBS Station	15. Feel about achievement being enhanced by instructional technologies
	great projects are all possible using technology.
KAET	I feel that student achievement can be enhanced by using technology daily in the classroom because it gives the students another tool in which to learn new information and present information gathered. It gets them away from the same old pen and pencil routine as well as textbooks.
KAET	For some of my communication-compromised children, I think technology will greatly enhance their ability to communicate with others throughout their lifetime.
KAET	Instructional technologies are an asset to any classroom and should be used daily by teachers and students to enhance the learning in the classroom
KAET	I encourage use of technology. I give extra credit for e-work", where assignments are all incorporated into a document and emailed or given to me on a disk. My books have CD-rom's for home computer use."
KAET	I feel that achievement is very much enhanced by technology.
KAET	Since they like it so much, and it keeps their attention, and it forces them to think for themselves, it would be better for them to use more of it. Also great sources for French.
KAET	I feel it's important.
KAET	The potential is there but there always seems to be a glitch or not enough stations available for it occupy valuable instruction time.
KAET	I feel that student achievement can be enhanced by instructional technologies if there is classroom access to equipment.
KAET	Online resources add more than extra info. They add dynamic elements of sound, visuals and text along with a probable higher affective interest in the materials. Finally, web usage is a massive 'library' that creates a dynamic. More global learning tool (music research). Students are more interested, and have found audio materials that would otherwise be severely limited in a standard library.
KAET	It's a vital part of education. Technology holds the key to a wealth of knowledge and information for learners to obtain and participate in.
KAET	Students have a higher sense of self worth when they produce quality work. Students enjoy using computers in the classroom.
KAET	Today's world requires that students be comfortable using technology. The more comfortable they become using it in the classroom the easier it will be for them to apply it in the real world.
KAET	With technology students are able to have ready access to the information. This allows students to stay abreast of contemporary advances taking place outside of the classroom. Instructional technology provides the opportunity for an individual to take control and risk without the severest of consequences. Instructional technology puts the future into the hands of a person when the learning curve is towards their advantage.
KAET	I agree that, if nothing else, the visual aspect of computer-based learning amplifies the acquisition of knowledge esp. for students who are uncomfortable with written instruction. My math and science classes have definitely been enhanced. Technology also takes some of the fear of writing from those students who are challenged by the difficulty of physically writing legibly and those who have trouble with

PBS Station	15. Feel about achievement being enhanced by instructional technologies
	their spelling. There are also those wanting to rearrange their work and are intimidated by the thought of rewriting it. Word processing makes all of this much easier.
KAET	I think it's great. I wish IT had been available during my high school/college days.
KAET	My students are severely impaired... technology has made significant differences in allowing them to access information their regular education peers are able to access.
KAET	I believe that the direction of the working force will continue to be increasing constantly. Giving kids that advantage of seeing it at an early age will reinforce their comfort level.
KAET	I feel that technology is the future and we must prepare our students in every way possible for the technological world. My school district begins extensive work in this area from 7th grade through high school. Personally, I'd like to see kids use computers more as a learning tool, rather than as a game venue. My students can find any game site possible, but don't understand how to maneuver their way through a website. It is frustrating to say the least, but something I can't give up on. The internet provides such a wonderful opportunity for children to learn more about the world around us, that they need to know how to use it.
KAET	I believe computer access is a great tool to aid students learning. They are able to hear and see things that would not be possible if not for classroom technology.
KAET	With a well-informed teacher and a well-equipped classroom, all aspects of the students' achievement can be positively impacted by the use of instructional technology.
KAET	Students are able to create many different written assignments using computers
KAET	I feel student achievement can be enhanced by instructional technologies, but have been frustrated with the lack of software installed on teacher and student computers. The computer is blocked from teacher ability to install anything on our computers. I have given suggestion and ideas for software, but none has been installed. Kindergarten classes are hard to use the internet unless you have web buster or etc.
KAET	Before a student can realize any gains using instructional technologies, the proper equipment & setting are needed to provide a learning environment in which these technologies can be used effectively.
KAET	I think that technology is a big plus but unfortunately my school is just starting to use the computers in the classroom and we have limited access.
KAET	I feel many students would benefit from technology because they are doing as they are learning.
KAET	I feel that as we, as teachers, become increasingly comfortable with the fast changing pace of technology, we will increasingly use it with our students. The number of resources available and targeted at student achievement is enormous - getting familiar with them is a challenge time wise!
KAET	I believe student achievement is greatly enhanced by instructional

PBS Station	15. Feel about achievement being enhanced by instructional technologies
	technology. In this high tech world kids are more tuned in with technology than anything else. They embrace and understand technology much easier.
KAET	I believe that student achievement can be greatly enhanced by using technology. I believe that there is so much on the internet to learn that all children should not lack resources to achieve in school.
KAET	I believe that students can use technology to achieve in ways that they have not been able to in a traditional classroom setting. Many students need alternative forms of communication, which technology can provide.
KAET	It is another tool for educational use. It brings in the visual aspect of the learner. The more senses you use the more you will remember!
KAET	Technology enhances the education experience, which gives them opportunities they normally wouldn't have. For example, they can travel the world without leaving their room. We can have cyber field trips which are exciting but doesn't cost the district extra expenses. They have research facilities; we could never afford.
KAET	Student achievement is greatly enhanced by instructional technologies. The students are very motivated to learn every aspect of using computers, digital cameras, email, word processing, search engines, etc. My Learning Disabled students particularly grasp the benefits of knowing all of these skills.
KAET	I don't understand it.
KAET	Reference abilities and writing is greatly enhanced.
KAET	I believe that instructional technologies can greatly enhance the student's school experience and ability to achieve.
KAET	Everything I have read and seen in other schools/classrooms, using technology to enhance student achievement is highly successful and I am anxious to use it with my first graders.
KAET	I feel that it is an important tool to enhance student achievement.
KAET	It is a part of our growing trend and therefore the students need to know how to use all types of technologies.
KAET	Good
KAET	I feel that technology is the wave of the future and the students need to be exposed to it now. The students are excited about computers and seem more interested in doing some assignments if they know they can use the computer to complete it. I feel technology will positively impact achievement.
KAET	I feel that instructional technologies enhance a student' learning in the respect that it is supplying yet another exposure to the material which is interesting to the student.
KAET	I think that my kind of student can really benefit from using the computer for much of their work, especially written.
KAET	I am not in the classroom position at the moment to use technology, but when I go back to a classroom full time, I will use technology to make my lessons more engaging and interesting to grab the attention and interest of the students. They will need computer skills to enhance the preparedness of their life skills.
KAET	It is a must that students can use technology with confidence since when they enter the job market; technology will be need for almost

<b>PBS Station</b>	<b>15. Feel about achievement being enhanced by instructional technologies</b>
	every job.
KAET	I feel that instructional technologies are an excellent tool to enhance student learning and achievement.
KAET	I feel that my student's achievement has increased moderately due to instructional technologies. I feel that technology is highly motivating for most students. I feel that technology devices, such as digital cameras and camcorders, are an excellent assessment tool for both the students and myself.
KAET	I definitely believe that computer use has enhanced student achievement.
KAET	I feel I am missing great opportunities to further challenge students/allow them immediate feedback for review and practice because of my technological ineptness. I know there is so much available that I can't deliver" to the kids."
KAET	Opens up the world to them
KAET	I think it would motivate students more
KAET	Incorporating technology into the curriculum enhances student achievement. More learning takes place when students are actively engaged and encouraged to problem solve.
KAET	I am hungry to learn how to integrate and enhance my library work with technology. The children can greatly benefit from any knowledge I impart to them.
KAET	I think that technology is a wonderful way to enhance student learning. I just need to know how to use very few computers with many students. I want them all to benefit, not just the quick workers. I need to know ways to use computers and other devices to a better advantage than what I am now.
KAET	I feel that students can explore more things of interest to them and this will enhance achievement. Often, students feel more in control of learning when through technology.
KAET	I believe that is vital to integrate technology, because if we are to prepare our students for an independent life, we must prepare them to use technology
KAET	Technology opens up another realm of possibilities.
KAET	I feel that because instructional technologies engage the students, they learn more, and, therefore, their achievement goes up.
KAET	Most students love technology and adapt to it readily. It is easier to motivate students to learn when they do so using technology. It is more fun for me, too.
KAET	I feel that students need to have the hands on experience of using various technologies because this only gets them more prepared for this outside of the classroom.
KAET	Student achievement goes up when using technology. It is their medium and it leads to many teachable" moments."
KAET	I feel student achievement is definitely enhanced by using instructional technologies especially in my case as I teach students with special needs and technology enables them to do more than they have ever been able to do in the past. It really helps their self esteem because they can do so much and feel more like their reg ed peers when using technology to complete assignments.

<b>PBS Station</b>	<b>15. Feel about achievement being enhanced by instructional technologies</b>
KAET	The more access to technology, the better. The issue is having enough access to technology to keep everyone involved.
KAET	I feel that all students can benefit from technology. By integrating technology into our curriculum, we are allowing all learning types to be involved. Also, technology is becoming an everyday situation and the students need to know how to use it.
KAET	It's hard to say. Literate children have more sources of information. Non-literate children have sources of frustration and more games to play that are non-reading and non-scholastic.
KAET	Not certain how this will enhance my preschoolers achievement.
KAET	In the hands of a skillful teacher, I think technology empowers students to achieve more and is very motivating for them.
KAET	I feel it is a necessary tool for student achievement. It is a powerful motivator. It is an absolute requirement for future studies.
KAET	It's wonderful!
KAET	I would love to teach my freshmen and disadvantaged students to use Power Point, etc. if we had access.
KAET	I think that student achievement can very much be enhanced by instructional technologies. My students absolutely love the computer and so everything they're asked to do on them is fun rather than work. Their interest level is much higher.
KAET	I feel it is very beneficial for students to integrate technology in their educational activities.
KAET	I have fallen in love with technology in the past five years. As I learn more, my students benefit. They are excited and actively involved when we use technology in our lessons.
KAET	I think it is absolutely essential to have instructional technology in the classroom. In today's high tech world, students need to be absolutely comfortable and competent with instructional technology.
KAET	I am a career & Technology teacher so all my classes uses technology to a certain extent. With the system put in my lab/classroom last week my students will have the opportunity to use technology 100% more than in the past years. They now will have access to a web browser and equipment speeds their assignments along - making the assignment more like the real" world. I am trying to prepare them for the opportunities that will be available to them when they graduate (going straight to work or on to further their education)"
KAET	Technology is the way of the future. If the students are learning from it, and using it to enhance their knowledge, their achievement will be higher. Technology can expand their levels of ability and success.
KAET	Students are allowed to experience a variety of learning modalities using multi-media techniques. It fosters greater creativity, cooperation and enhances motivation.
KAET	I'm certain it's extremely useful. In the 80's I purchased an Apple and printer just because I saw how much easier word processing was for children to write stories.
KAET	Instead of having students do written animal reports last semester they did PowerPoint Presentations. 99% of the students completed the assignment with a 70 % or better compared to 75% completion with the written report. The interest level was there.

<b>PBS Station</b>	<b>15. Feel about achievement being enhanced by instructional technologies</b>
KAET	It allows access to unlimited information. This can enhance a students learning, if they are able to decipher the information they receive.
KAET	Technology is very motivating to most students. On-line materials expose the students to much more varied and in-depth expertise than I could provide alone.
KAET	I believe it is possible that student achievement can be enhanced significantly if instructional technology is applied properly. Many factors, however, contribute to making it possible and successful. Easy and regular access to computers and the Internet is the biggest issue.
KAET	Students are more willing to put in some effort to find research, revise writing, and it a great way to have them present information instead of only using a written report.
KAET	Technology is a real boon to the special education program.
KAET	I dislike wasted potential. I see teachers using tech as a reward rather than integrating it into the curriculum, teachers asking students w/o keyboarding skills to type products, and computer lab time wasted in rigid blocks that are nothing more than untargeted drill and practice that occupies kids while providing planning time for the teacher.
KAET	Supports culturally diverse population, multiple intelligences, SCANS, learning tool of the digital generation
KAET	It is pivotal. I wish we had access to more equipment.
KAET	I believe that my students are missing out on what is out there. I feel uncomfortable trying to have them use the net while I am working with other people. One concern is that they will need help and that will require me to leave the students I am working with to go to help them. Another concern is that they will get a hold of some really ugly sites that I do not want them exposed to.
KAET	Expands the available resources for research, but takes a whole different skill to extract that information.
KAET	I'm not sure as I have not seen any data that can prove to me this as a fact. I do know students do enjoy working on reports when they have access to the internet and computers. If you include calculators in this mix I am not sure here either as I have read research that lower achieving students have greater access to calculators which could be part of the problem with achievement. But I don't know!
KAET	Students seem to learn more and quicker with the computer
KAET	The more we can offer our lessons in a variety of ways, the better the chance to reach more students
KAET	Student's achievement is raised by the fact that they can do professional looking projects and products.
KAET	I feel that we need to get our students on the internet to help augment work they are already doing in the classroom. It doesn't matter the subject or curriculum, everything avenue can be supplemented.
KAET	Spontaneous research, current events (SEE and not just read/discuss... Quality presentations to clarify points
KAET	It makes teaching very exciting and fun (for the teacher and student).
KAET	Timely, up-to-date information.
KAET	For special ed students it can be a big plus. However, it can also be very time consuming working one-one-one with students when they don't understand how to do something or need instructions repeated.



<b>PBS Station</b>	<b>15. Feel about achievement being enhanced by instructional technologies</b>
KAET	I don't look at it that way. You wouldn't ask how do you feel about student achievement being enhanced by reading would you? Technology isn't an enhancement, it is basic, essential to the classroom
KAET	The computer fascinates kids and the Internet whets their appetite for learning things they are interested in as fast as they can. For my adult graduate students, the Internet and instructional media puts a new world of information and practice at their fingertips and enhances their professionalism.
KAET	Technology is a necessary evolution in teaching practices. I am concerned that the technology itself will begin to take precedence over learning basic human skills, but I feel that this is in the hands of educators and parents. Students are intrigued by and comfortable with computer technology, so why wouldn't we use it to our advantage in the classroom?

<b>PBS Station</b>	<b>15. Feel about achievement being enhanced by instructional technologies</b>
KCET	We have been searching for these machines for 1000's of years. It seems kind of silly to ignore them now that they are here in our classrooms and our jobs.
KCET	Students need as many tools as are available, Technology offers one more very powerful resources for instruction, intervention and enhancement
KCET	It helps if students have restricted access to the Internet but is great when used as a learning tool.
KCET	I feel that having the appropriate equipment is the main area of concern for me. Given all the equipment needed I am 100% for it!
KCET	In the Special Education setting, computers are critical to the students ability to access curriculum.
KCET	I feel instructional technologies have a key role to play in enhancing student achievement.
KCET	It is necessary for our students to prepare for a career.
KCET	I am all for it. I believe in technology as a tool to enhance all areas of education.
KCET	Highly supportive of integrating as a supplemental tool
KCET	It is crucial that we bridge the information gap between various ethnic and socioeconomic group.
KCET	It makes my work easier and student's understanding better.
KCET	The computer is more of a smart peer than a threat, and so the students respond quite positively to its prompts and structure.
KCET	This is the wave of the future. We must integrate it into the curriculum in order to keep up with the times and take advantage of the web.
KCET	Individualization of work and assignments are an integral part of my special education program. Being able to offer individualized instruction, which to me is the best form of instruction, via all instructional materials available are more things I can place in my bag of tricks." "
KCET	I think it is great because today in society technology is widely used. The student can use the internet to look up information for their research. Younger students can use the internet to look for pictures

<b>PBS Station</b>	<b>15. Feel about achievement being enhanced by instructional technologies</b>
	and information on a topic they are learning class.
KCET	Sounds good. Too bad I'm not able to assist them.
KCET	Every child has a different learning style. Through instructional technologies that will accommodate different learning needs.
KCET	I'm skeptical.
KCET	Integrating instructional technology with curriculum is essential in today's society. Technology is utilized today in virtually every profession and business.
KCET	Students have an opportunity (via the Internet) to explore things they might not have had otherwise. Students are motivated to produce better quality work, especially when they know it is going to be seen by the world at large! Access to greater amounts of information. Opportunities to work collaboratively with peers.
KCET	It's an asset. Students are so in-tune with video AV/multimedia that technology should be used to enhance and support education.
KCET	In my opinion technology is the hook that gets their interest, keeps them motivated and facilitates them to go beyond.
KCET	Instructional technologies are essential in today's high technology environment in which children grow up with video games and visual overload. Albeit, they cannot replace teachers, they can be a very helpful instructional tool.
KCET	Wonderful, wish I had more access for students.
KCET	Student achievement can be enhanced but only with the proper software and presentation.

<b>PBS Station</b>	<b>15. Feel about achievement being enhanced by instructional technologies</b>
KCPT	Its a great opportunity
KCPT	I think it's great, although a little tough for young kids.... plus, there's only 1 computer in my room.... we had continual problems with the computer lab last school year
KCPT	I feel in today's world it is extremely important for students to use the computer in their everyday lives. Technology is just continuing to advance, so the children need to stay abreast of it.
KCPT	Students are highly motivated by computers and technology. They will work harder using a computer then they might using traditional materials.
KCPT	Students have the opportunity to expand their knowledge of a subject by seeking information through other resources besides textbooks. Technology is the future; students have the chance to expand tech. knowledge earlier in academic career.
KCPT	I think it is a good tool, especially since so many students have internet access at home.
KCPT	Students are capable of seeing and doing more with technology. Considering it is a new way of instruction students are more willing to do work.
KCPT	As a tutor and gaining knowledge.
KCPT	This technology enhances the student's self-confidence. It provides an excellent source for research and preparation.

<b>PBS Station</b>	<b>15. Feel about achievement being enhanced by instructional technologies</b>
KCPT	Technology continues to enhance the classroom and learning activities by enabling students to be interactive, gain control of their learning, and maintain high levels of interest.
KCPT	Positive influence
KCPT	I realize that student achievement is enhanced by using instructional technologies and that it should be utilized as much as possible.
KCPT	It would be nice if all students had the tech. available to them in the classroom. Children need to know the skills they will need in an ever-changing world.
KCPT	Excellent for enrichment and corrective activities.
KCPT	In today's society, so much more is at our fingertips through technology, and I like being able to bring experiences that they otherwise wouldn't be able to have through technology.
KCPT	Students at the elementary level are still excited enough about using the computer that they are willing to attempt many challenging tasks with a computer than without.
KCPT	They need to spend time reading books and using reference books.
KCPT	Instructional technology is an effective tool that I use within my teaching. It is not the sole method of transmitting knowledge; however, it is used to facilitate knowledge they have gained, assess the knowledge they have (or will) learn, and provide alternative methodologies to enhance their understanding of my curriculum.
KCPT	If the technology was readily available for me to use in my classroom, I feel achievement would be greatly enhanced.
KCPT	I think it can be very useful. I look forward to being able to utilize instructional technology more as I become more familiar with it.
KCPT	I think it would great for students to feel comfortable using different technologies.
KCPT	I have not integrated my teaching with technology.
KCPT	Computer has not been introduced to my class yet.
KCPT	I strongly agree.
KCPT	I feel that students should be involved with technology as part of their education.
KCPT	Students like to work online and enjoy interactive programs. Students will stay engaged longer when technology is involved.
KCPT	I feel that student achievement would be greatly enhanced by using instructional technologies if we had the technology to use in class. We have one computer.
KCPT	I feel that we are just now starting to use technology for educational purposes in the classroom. In my grade level, it's hard to teach technology without the proper equipment.
KCPT	It can be a very useful tool to supplement lecture
KCPT	Technology works

<b>PBS Station</b>	<b>15. Feel about achievement being enhanced by instructional technologies</b>
KCWC	Students are interested in using the technology in do their work. They respond more.

<b>PBS Station</b>	<b>15. Feel about achievement being enhanced by instructional technologies</b>
KCWC	It is a must in this day and age.
KCWC	Technology offers a multi-modality approach to meet the different teaching and learning styles. Students are highly motivated to present/learn using technology versus traditional methods.
KCWC	I would like to use technology in my classroom to enhance my teaching.
KCWC	I feel that technology greatly enhances all curriculum areas.
KCWC	I feel that since society is moving towards a digital world, that instructional technologies can enhance or even help to grab and hold students attention. Especially since video games and electronics have tended to overrun the homes today.
KCWC	Positive
KCWC	At the elementary level, I feel computers should be used to enhance classroom instruction, but not take the place of classroom instruction--I am leery about the belief that technology will fix all learning problems.
KCWC	It would be very helpful, but we do not have enough technology in our classrooms presently to answer this question.
KCWC	Students will be using technology in almost every job or career that they choose. They use it in their daily life. They need to be exposed and use technology every chance they get.
KCWC	I think computers are so much a part of our children's lives and we need to use them in whatever ways they can benefit them.
KCWC	Good
KCWC	Broaden their horizons! We live in a rural area. Our student population consists of Native American. Their world is very limited to the surrounding area. They really have no desire to travel

<b>PBS Station</b>	<b>15. Feel about achievement being enhanced by instructional technologies</b>
KLRN	Potential unlimited and access/use/knowledge an absolute necessity.
KLRN	I feel that technology would be an extreme help, and I wish that there were some way that our school could have it.
KLRN	I feel students need to connect to the world around them. They can achieve this by being connected to technology. A good communicator is an informed and up-to-date communicator.
KLRN	Is there any other way? To be productive in today's society our students will need very technology advantage.
KLRN	Today's students are one that needs this enhancement. They come from the video age and are accustomed to using computers to research and find information.
KLRN	I think this is a great tool that should not be over-used. Teachers and Students should not feel that the computer is a replacement to classroom instruction, but it needs to be used to supplement the learning process.
KLRN	Many possibilities, but without more training for me and better equipment for my classroom, it has very little impact
KLRN	Students learning process is enriched.
KLRN	Students are able to access more information. They become more interested in a subject.

<b>PBS Station</b>	<b>15. Feel about achievement being enhanced by instructional technologies</b>
KLRN	I need an adequate number of computers and an adequate amount of space in my classroom in order to incorporate technology. There are reading software programs and reading-related websites I am interested in utilizing; however, I do not have the opportunity to do so.
KLRN	I like the idea of implementing instructional activities. However, I am more inclined to hands-on activities, and because we have limited time and limited technological resources for EVERY student, it is difficult to successfully utilize what we do have.
KLRN	Provides a varied yet engaging learning environment conducive to increased achievement in a variety learning styles and capabilities
KLRN	It is essential that students use technology and are taught with technology.
KLRN	I believe that it is a very important source for the students to use. I would love to have presentations done on a computer. I believe that it is also important for them to learn how to use a computer, so that they could experience using a computer for any career that they choose.
KLRN	I feel that students need to learn as much as possible about technology because they are going to need it for their future.
KLRN	I feel that it greatly improves their opportunities
KLRN	I believe it enhances student interest in the subject matter. It deepens understanding of certain concepts and keeps the students engaged in their work.
KLRN	I think using technology is definitely a good way to enhance instruction.
KLRN	I am highly impressed with the quality of work my students produce using instructional technologies. I think their work is highly enhanced in all areas of their academics.
KLRN	I don't think that it works if you only have one working computer in your classroom and no access to a computer lab.
KLRN	I think that the use of the computer is an important tool to make my students independent learners. I have to be a little more creative right now because I do not have a computer per child and they often fight over time because there are so many opportunities to learn using computers. My students are getting more comfortable even using the computer for their graphs and data analysis.
KLRN	I believe that technology can help give the students real world experiences that would not be possible with out computers.
KLRN	The research that I have read cannot support or deny that students can enhance their achievement, but technology can help with many students who are self-directed and motivated to learn more in a different setting.
KLRN	I feel that technology is important in education, with everything turning into electronics.
KLRN	I think all students should have access to the latest computer technology. My students don't have access to a computer that isn't 10 years old.
KLRN	It is definitely enhanced.
KLRN	I think that there is a correlation of increased student achievement to the use of instructional technology.
KLRN	I think it's great. Our problem is that our computers are old and our programs are outdated.
KLRN	I feel it is very important and that the district should make more of an

<b>PBS Station</b>	<b>15. Feel about achievement being enhanced by instructional technologies</b>
	effort in better equipping classrooms with equipment and programs for students to use.
KLRN	I am a firm believer in using instructional technologies in the classroom. I think it helps all types of learners. Instructional technologies in the classroom prepare our children for the real world and the future.
KLRN	I feel that it is very beneficial.
KLRN	Instructional technology increases interest and in turn would increase achievement.
KLRN	Computers can be used to access up to date information and because of the students high interest level it enhances their learning.
KLRN	I think using instructional technology in my classroom would be a great experience for my students.
KLRN	If used appropriately it can greatly enhance achievement, especially because of high motivation
KLRN	I feel that students can have a better understanding of what they are learning when technology is used in real life activities in the classroom.
KLRN	I think technology can enhance the learning of students
KLRN	Great if the students make a connection between technology and how it works in the real world.
KLRN	Great advantage for our students.
KLRN	I feel that a student's achievement is the most important thing in my classroom
KLRN	I do believe that student achievement would be enhanced by using instructional technology because they could gain so much more information from just books.
KLRN	It is important for the students to be able to be up to date with the constant technology requirements\ updates

<b>PBS Station</b>	<b>15. Feel about achievement being enhanced by instructional technologies</b>
KNRS	Great! In today's world every child must obtain a wide range of instructional technologies.

<b>PBS Station</b>	<b>15. Feel about achievement being enhanced by instructional technologies</b>
KRMA	I do feel that student achievement can be enhanced by technology. Our students are entering school more advanced in technology and we need to respond. As long as teachers can learn about the technology and can make use of it themselves then I feel that teachers can utilize more technology in their own classrooms.
KRMA	I believe that student achievement can be enhanced by proper use of technology in the classroom. I have seen students make significant academic growth with some powerful software programs.
KRMA	If the instruction is quality instruction I believe students will learn
KRMA	In order to use technology you have to make sure that all students have access to computers, etc. If that is done, than I am very optimistic about its potential.

<b>PBS Station</b>	<b>15. Feel about achievement being enhanced by instructional technologies</b>
KRMA	I believe that using technology will spark many students' interests when learning math concepts.
KRMA	By exploring the opportunities on the internet you can open all kinds of worlds for students that do not have access to them physically. It helps to equalize the opportunities for all students no matter where they live.

<b>PBS Station</b>	<b>15. Feel about achievement being enhanced by instructional technologies</b>
LPB	I teach Special Education resource. Technology use with my students is of the greatest value. Things presented and reinforced on the computer are much easier for them to learn and maintain.
LPB	Since there are a large number of students we do not have enough computers in the classroom.
LPB	I would love to become more involved with helping them to use the computers more in my lessons.
LPB	Students can work at their own pace. Technology is exciting for them, and sometimes my slower students feel empowered because they are able to master computer use while they may not be as successful in other areas. Eye/hand coordination and higher order thinking skills are enhanced as students use the computer in our pre-k classroom.
LPB	It facilitates learning. High motivational tool. Hands on
LPB	Using the word processing package in the classroom allowed students who had had difficulty with writing to express themselves. We encourage using the spell check and grammar check tools. The classes have use Inspiration and Presentation software to summarize and present the main ideas of student work in a format the whole class could share.
LPB	If I run into problems my students help me
LPB	I think it is a great motivator and students increase their knowledge using technology
LPB	I believe student achievement has been enhanced tremendously by instructional technologies.
LPB	I feel that technology is a means to motivate students to produce a product, enjoy research, and prepare presentations that they can share with teachers and other students.
LPB	I feel that it can greatly enhance their learning.
LPB	I feel that it is enhanced greatly when presented and monitored by capable personnel.
LPB	Students need to learn and use all the technology they can in order to be successful and competitive in today's world.
LPB	Students achievement has been enhanced by at least 25% by instructional technologies
LPB	Students should have the time allotted to them for enhancing their individual abilities, skills, and help others.
LPB	I think it will be the best thing for my students to succeed. They are in my classroom because they have failed at least 2 years, if not more, and have different modes of learning and being reached. Motivation is also a great factor in learning, therefore, I hope the materials are fast paced or have graphics or something to grasp their attention. I currently have

<b>PBS Station</b>	<b>15. Feel about achievement being enhanced by instructional technologies</b>
	PLATO installed on each student computer in the room (4) this is something that would be good to review skills but the kids just hate it. They say its boring and want to go to a game site instead!!
LPB	I think they are being better prepared for the real world, which will require them to be proficient in many areas of technology.
LPB	I think instruction is enhanced a great deal with technology, if I had the technology to use. We need one or two computers in my classroom. There is a great need for a digital camera also. We do so many hands-on projects that the students need to see themselves on video, or in pictures to evaluate their performances. We also need a TV/Computer Converter, or Projector to enable me to teach them effectively. They need me to read many assignments aloud, and this would help them to modify assignments that would allow the student to be successful.
LPB	I think it's a great tool if you have the technology set up and the talent to use it properly. Some students learn better that way.
LPB	I feel that my students benefit greatly from the exposure that they have to technology through my use of it during my instruction.
LPB	I think technology is key to bringing students into the 21st century and keeping up the pace with the rest of the world
LPB	Student achievement can be greatly enhanced by the use of instructional technology. Technology cannot, however, take the place of the teacher. Technology offers students the resources needed to enhance their activities and research.
LPB	I teach 6th grade math. We do not use the computer in math. I also teach 6th and 8th grade science. We do use the computer, internet, word processor, tv-vcr, etc for science.
LPB	To me, it is important for teachers to enhance their lessons with technology. I have found that once you teach students the basics of a program they are not afraid to jump right in and try it. Unlike adults, most students are willing to try anything.
LPB	I think technology should be implemented in all areas of learning.
LPB	Students in the middle school are very comfortable with the computer. I find the PowerPoint very useful with my group work. The students enjoy it and present with it.
LPB	I love the idea of doing this, but the time available to be effective is not realistic for me.
LPB	Favor the use of technology that is integrated into an assignment, ex: media & multimedia presentations. Technology used as a tool in research or presentation works well with student's b/c of their interest in computers and visual appeal.
LPB	I believe it would be wonderful to use technology in teaching, but you have to have access to the technology to use it.

<b>PBS Station</b>	<b>15. Feel about achievement being enhanced by instructional technologies</b>
METV	Technology has emerged, it is ever changing and it is here to stay. Therefore, I feel that we should expose students to every facet of technology and use technology to enhance the instructional process.
METV	I believe that it is extremely important to do so



<b>PBS Station</b>	<b>15. Feel about achievement being enhanced by instructional technologies</b>
MPT	Very little. We have only 3-4 computers per class. Classes have 28-35 students. When I do lessons I try to involve all students and so far have not used computers to do this.
MPT	As we integrate performance-based learning with technology, we will be stepping into the future of teaching/learning.
MPT	When used appropriately, tremendous things can occur.
MPT	Very positive, highly motivating, great that it is multisensory, uses multiple intelligences, allows students to excel in a variety of ways which may not be traditionally academic", authentic learning situations, preparation for future success in an information-saturated world"
MPT	I feel that anything that can enhance student achievement is a valuable tool.
MPT	Technology when incorporated with best teaching/learning practices is an invaluable asset to the teachers and the administration in delivering content and remediation.
MPT	I believe student achievement would greatly be enhanced by using instructional technologies; however, at our school our computers are old and very slow and very few.
MPT	Good
MPT	Students can expand on any information that is used as a part of instruction in the classroom. It also creates a much higher interest level in all subjects. One of the things that can be used to create interest is to create a web quest for children to use to create interest and to prepare children for an upcoming field trip.
MPT	I feel it would be a great benefit for the students.
MPT	Fantastic
MPT	Students will benefit academically from instructional technology that requires them to interact with each other and the technology.
MPT	I support technology for students.
MPT	I believe that student achievement can be significantly enhanced if instructional technologies are used effectively.
MPT	Student achievement will be enhanced tremendously by using instructional technology because it allows the student to work at his or her own pace and it promotes creativity and exploration.
MPT	If I had the opportunity to use instructional technologies with my student I believe their achievement levels would increase.
MPT	I feel that technologies are a valuable resource to students. Used properly as a tool and not a substitute for a teacher will make the classroom more productive.
MPT	Technology has so much to offer students. And yet teachers have so little knowledge and understanding about how to integrate and manage the technology in their classrooms.
MPT	Students can access information that our libraries that are lacking in many areas of book, encyclopedias, etc. Also it costs so much money to take field trips that the Internet can take students on Virtual fieldtrips that they would never be able to see. The world is at their fingertips.
MPT	Information is a commodity. Students have to be taught its value and the value that is in the ability to access it.

<b>PBS Station</b>	<b>15. Feel about achievement being enhanced by instructional technologies</b>
MPT	There are great opportunities for students to develop a deeper understanding of how what they are learning is integrated into the world
MPT	Technological Instruction has become very important to the students academic achievement. Yet, the students and the instructor must use it appropriately.
MPT	In this time and age I believed technology should be incorporated with the traditional teaching
MPT	I look forward to learning how to implement technology into the classrooms I will be returning to the classroom in August, after serving as the school's math specialist for seven years, teaching in a Math Lab.
MPT	I believe it is an essential aspect of instruction.
MPT	I strongly believe that computers can enhance achievement.
MPT	Technology is a wonderful tool that enhances learning for students. Changing modality of the delivery of instruction I feel, promotes student interest.
MPT	I feel the internet has provided a great wealth of information for students doing research. It also has excellent web sites for additional support in subject areas.
MPT	Energized by the continuing advances. Students are able to find and use information at a rate heretofore never dreamed before.
MPT	The Internet is an excellent resource for students. It enhances their ability to research topics and to gain access to information they otherwise would not be able to access. Technology such as using PowerPoint for a presentation is motivating for students and at our school; the sixth graders have become so competent at PowerPoint for book reports and science topics that they can teach the teachers. Students are not hesitant with technology. Word processing programs free many students who have difficulty writing because of the ease of editing and the ability to correct spelling and grammatical errors. When used appropriately, technology does enhance student achievement.
MPT	Student achievement is enhanced tremendously one basic skills are acquired.
MPT	Needs improvement
MPT	I feel student achievement improves with the use of technology in the classroom. It allows students to research and discover concepts that would be very difficult with pencil and paper.
MPT	I think technology can enhance student achievement a great deal when it is integrated effectively into instruction as a learning tool.
MPT	Students need to prepare themselves for the work world and their career choices. Seemingly, corporations are undated with the latest trends and students need similar training in this area
MPT	I think it's very important, but my school does not yet have the resources I need. Computers should be fully integrated into the classroom.

<b>PBS Station</b>	<b>15. Feel about achievement being enhanced by instructional technologies</b>
NHPTV	Student achievement is definitely enhanced by instructional technology as older students present many research projects using technology so

PBS Station	15. Feel about achievement being enhanced by instructional technologies
	being taught using different styles of technology gives students ideas.
NHPTV	Students can access information more efficiently through technology thus allowing more time for learning. The ability to access information allows students to achieve at a higher level.
NHPTV	Students become more involved when they use instructional technologies
NHPTV	Whatever
NHPTV	Students will use technology to learn regardless of whether we choose to challenge them in a classroom setting or not. The use of instructional technology affords educators with the opportunity to direct student learning.
NHPTV	I feel that instructional technologies are important, but are difficult to use with a classroom full of students when there are only a few computers.
NHPTV	I feel technology can be a great enhancer, but it is difficult to find time and almost impossible with so few computers.
NHPTV	It definitely is a benefit
NHPTV	This would greatly enhance my student's knowledge. Unfortunately I don't have enough knowledge to help students learn computer usage.
NHPTV	Wish that there were more time to work on the computer with in the daily schedule. Achievement not showing improvement yet.
NHPTV	Students on task for a longer period of time in the classroom;
NHPTV	I like to have programs where students can practice skills we have been working on. Game format is nice, they think they are just playing" rather than reinforcing learning. "
NHPTV	I am not comfortable with technology at the present time. I can see how it can be helpful though.
NHPTV	I feel great!
NHPTV	Student's achievement can be greatly enhanced by the use of computers in the classroom. My students are required to type all written assignments and to do research several times a month.
NHPTV	Technology makes learning more exciting and easier for most students.
NHPTV	Zero Children spend most of their time waiting for things to download or for the net to be accessible at all
NHPTV	It is great I just wish I knew how to do more of it.
NHPTV	I think that technology is a wonderful thing, but many students feel that it is the only thing that is there for them to use.' I would like them to realize that the Internet is a tool but not the only one available.
NHPTV	Very low achievement during school. Better student achievement if students have internet connection at home.
NHPTV	Interested
NHPTV	I think it is excellent... we just don't have the technology in the classroom to use with the students. We have just a few computers in our SCHOL that have access to the Internet and that is limited access. I feel very comfortable with technology and want to use it to enhance my classroom experience but we have VERY limited resources.
NHPTV	I feel that student achievement would be greatly enhanced through the use of technology. Having access to the internet would be wonderful. It would allow many of my students to explore mathematical ideas and questions through a diverse type of media above and beyond their

<b>PBS Station</b>	<b>15. Feel about achievement being enhanced by instructional technologies</b>
	textbook.
NHPTV	I'm sure it could be enhanced, but at this point I have not used it with my first graders.
NHPTV	Great
NHPTV	It is important for their learning.
NHPTV	Students are much more engaged in their learning and are more independent in completing their assignments.
NHPTV	I think it is wonderful. It allowed my students to put up their work and be able to read and change what they had done without having to rewrite everything.
NHPTV	At first grade, there is a lot that I still need students to do hands-on for small motor development, but we have software that allows important reading, writing and math growth.
NHPTV	Makes them aware of the world around them. They have a comfort level that makes them want to learn and discover. They are preparing for the real world
NHPTV	I am in full support of using as much technology as lends itself to both students learning and effective classroom management.
NHPTV	Variety of information Builds self-reliance
NHPTV	I feel student learning and achievement can be greatly enhanced with the use of technology.
NHPTV	Technology has the potential of being a tremendously valuable addition to the teaching curriculum. I think that you have to find a good balance between what you want to use and what you want to have your students learn. This takes planning and knowledge on what is available.
NHPTV	It would be great if the technology were working most of the time.
NHPTV	In rural areas, such as where I live, the internet has closed the gap to information accessibility. It has truly provided another world for our students and has enabled them to overcome transportation/library accessibility issues. My students are very young for the most part and do not use it yet, but the whole school is connected to the internet and the capabilities are incredible.
NHPTV	I feel there is not enough time to use it effectively with 18-20 first graders, especially where there are so many things to be done.
NHPTV	Students become active learners
NHPTV	Enhancing student achievement is important.

<b>PBS Station</b>	<b>15. Feel about achievement being enhanced by instructional technologies</b>
WDCQ	I feel that using technologies can enhance student achievement. Teachers need increased experience and examples of how to make use of technology.
WDCQ	I believe that this medium will allow us to enhance student learning in the classroom.
WDCQ	I believe that is appropriate and necessary.
WDCQ	Student achievement can be greatly enhanced by instructional technology if it is available for use. It provides a great of current information for the students to research and current issues for them to

<b>PBS Station</b>	<b>15. Feel about achievement being enhanced by instructional technologies</b>
	discuss and apply.
WDCQ	I support in instructional technologies helping students in the classroom.
WDCQ	I think it would great to able to include instructional technologies.
WDCQ	I know that my students would become more excited about learning and more confident in regards to their academic abilities.
WDCQ	I think that that students should really know how the use computers. I think that the use of computer has helped all of the students that I have worked with. Computers help students that may not do as well by using paper/pencils
WDCQ	I need to know the instruction is good
WDCQ	I feel students will be more successful if they are somewhat computer illiterate. Having access to a computer will give them an opportunity to excel in the future.
WDCQ	Opens up a whole new world for them in terms of being able to quickly access info they need to enhance the learning process
WDCQ	I believe that students should be prepared for the future and the use and instruction of computers to make students proficient in computers
WDCQ	I would love to have the students use technology for research, presentations, remediation, and acceleration more than what I am doing presently. I would need several more computers and the ability to have the projection device for the computer to be able to teach the way I think would best benefit the students and that would make learning more exciting and more independent.
WDCQ	It doesn't really apply because I have only 1 PC in the classroom. The computer lab is used for specific computer instruction, applicable to third graders. The lab is not available for use other than the scheduled time. There is a second computer lab in the library. However, the library is booked quite solid with library classes.
WDCQ	I feel student's achievement increases with the use of technology. I feel students need to have a chance to experience all the elements of technology. If students don't use the technology now I feel they will be behind later in their life.
WDCQ	With the new technologies, the students gain an extra perspective on material other than rote learning
WDCQ	I feel that students need this advance technology for the real world is technology.
WDCQ	I fee using technology can increase student motivation, which in turn will increase time on task, which will increase actual learning and retention of information. This should result in greater student achievement.
WDCQ	In order for students to be prepared for the real world students do and will need a workable knowledge in various technologies.
WDCQ	By using technology students are able to work at their own pace and make advancement on their own. The students are able to work on their own unassisted and move through a lot more information than on teacher can cover.
WDCQ	I feel it has great possibilities. However, our current set-up, with one computer having access to the net and several extreme behavior situations in the classroom there is not a lot of opportunities to use the computer within the class. Also that one computer has some information

<b>PBS Station</b>	<b>15. Feel about achievement being enhanced by instructional technologies</b>
	which is not for student access and I would not be able to monitor it all the time.
WDCQ	I feel students need to have access to technology to enrich their learning. It is another tool for students to do research, learn new skills, and give classroom presentations. It provides a chance for students to gain ownership (i.e. publishing the school newsletter) and be proud of their accomplishments.
WDCQ	My students are low functioning and will benefit from using computers if they are directly taught and are not able to just click and complete. I don't use the computers often because they seem to just watch the graphics and click, rather than learning.
WDCQ	I'd like my students to do power point presentations and I'd like to gain facility with power point. Students gain from the internet when used to appropriate sites. I'd my kids to have availability to use the internet to answer research and other questions. I'd also like tutorials available.
WDCQ	I feel it could be very valuable.
WDCQ	At first grade level, there is limited time and skill. However, I know with education, I could do more with the students
WDCQ	Student achievement is greatly enhanced by instructional technologies. I only wish that I had computers able to perform this function in my classroom. The students have scheduled lab time with a tech assistant and she has certain activities that she must do with them. This makes it very difficult to use instructional technologies in the classroom. The computers need to be updated and internet accessible.
WDCQ	Instructional Technology can greatly enhance the student's ability to comprehend difficult information or concepts once instructions have been properly explained and the equipment is working. In addition, Teachers must be trained and efficient in instructing the students.
WDCQ	It would be wonderful in science to be able to show the students some of the experiments etc that could be done with the computer.

<b>PBS Station</b>	<b>15. Feel about achievement being enhanced by instructional technologies</b>
WPSX	I feel that technology opens the door for teachers to use in teaching their curriculum in a motivating way. It excites children to learn. It would therefore increase student achievement if done correctly by the teacher.
WPSX	Extremely important

<b>PBS Station</b>	<b>15. Feel about achievement being enhanced by instructional technologies</b>
WVIZ	The possibilities are limitless. I find students to be more attentive when lessons are enhanced by adding an Internet component or playing an interactive web game to reinforce learning. Students love to research via the Internet and offer information that may be new to other students and (better yet) the teacher.

PBS Station	15. Feel about achievement being enhanced by instructional technologies
	I believe that student achievement would improve dramatically. Using a digital camera to record performance and then allowing the students to view themselves as they perform a skill would help them to make the necessary changes to improve that skill.
	I believe that instructional technologies are a big help in improving student achievement.
	As previously stated, this is the wave of the future and we are lacking in the southern end of the county due to inadequate number of usable computers in the classrooms.
	Great
	I think it is a great idea.
	I believe that this is an excellent way for students to enhance their achievement in and out of the classroom.
	Technology has greatly enhanced my students achievement
	Some students feel more comfortable using the computer to do lessons. I have several who do they homework on their computers.
	Frustrated.
	Improved - scope and depth increased
	It is highly important for students to be able to use technology. In the age no one will be able to function without it.
	I think there is great potential, but most of what I've seen has taken time away from instruction: students going into a computer lab to do research" on the internet, "creating multimedia presentations," etc. While that sounds impressive (and teachers and administrators are easily impressed), many students are just playing games and wasting time."
	Give me the technology to do it
	I've visited labs and I've piloted technology programs for limited amounts of students. I don't believe that technology necessarily impacts achievement, but I know it does increase interest. It does increase more group responsibility. It does allow students to create more profession products. But technology, itself, doesn't make everything better.
	I would like to know more & use more tech. instr. w/kids, but I lack knowledge & comp. I believe growth can be achieved.
	I think that the more I know about it, the more I could use it to enhance student achievement.
	I feel that it is very important for us to teach our students to use technology. It is the future for us, but will be an everyday tool for our children.
	Student achievement is enhanced because technology is so motivational. Students use critical thinking skills and problem solving skills when integrating technology.
	My experience with technology is with the graphing calculators not computers. I do believe that students have been able to expand their horizons so much more - if I had the computer instruction capabilities and the tools - I would imagine that students would be even better prepared and achieve more than they do
	It requires students to think differently, to use high-level thinking. It also requires different types of teaching.
	Great! I feel the potential for expanded learning is terrific!
	Positive

PBS Station	15. Feel about achievement being enhanced by instructional technologies
	I feel that their learning can greatly be enhanced by technological learning because it is individualized in a way and is hands on.
	All students have a different method of learning. Integrating technology into our lessons is one way to reach the many different learning styles.
	I hope student achievement will increase.
	I have just helped open this new school this year and we are not yet set up correctly...when things are running I feel it will greatly enhance the learning ... we have tried the Riverdeep Destination math software this year...when it is running correctly and students have more than 45 minutes in a class it will help, using websites and webquests, holists etc will be great!
	I believe that using instructional technology gives the student the opportunity to progress on their own level of interest and academic level. They do not have to wait for everyone to completely understand an area being taught. Using the Internet gives them the opportunity to relate what they are learning to real world experiences, and gives them the chance to search many sources of information that would not be available to them in their own small, rural school.
	Students enjoy using technology and benefit by being actively involved. I believe all students need to be experienced in using technology to be more successful in the business world.
	I feel that it is another way of learning. Students need many ways to learn.
	I believe instructional technologies can improve student motivation, interest and thus learning.
	It is a good thing to do.
	Technology is a powerful tool for learning when integrated effectively into instruction.
	It would be great if our school could afford things for technological instruction
	Technology can greatly enhance student learning. However, I see a gap between the have's and have-nots.
	Student centered learning is a high priority for my classroom. As a facilitator, I have observed an increase in student's participation, motivation, and learning. Students own their knowledge, and are invested in their learning. They walk away with skills in both science and technology.
	I feel that instructional technologies in the classroom would be a positive experience for the students, but my district has not yet reached that level of technology.
	Technology use helps students to become better problem solvers.
	Technology meets the needs of students at different academic levels and provides more excitement for learning.
	I think this is a great way to enhance education.
	It is helping them learn about worldly situations at their own pace. Individual pace is helping these students--both high and low!
	I was in on an online Algebra class for the first time this year. I worked with an area high school Algebra teacher. I facilitated 12 upper level students in their online Algebra class. Some of them soared with this type of learning. Some did not. I enjoyed being involved with this class.



<b>PBS Station</b>	<b>15. Feel about achievement being enhanced by instructional technologies</b>
	I feel that student achievement could be enhanced by instructional technologies. I feel that students need to become familiar with using technology to learn.
	I feel great and the students like it.

**16: What have been the concerns and challenges in adding technology to your instructional program?**

Respondents were asked what their concerns and challenges had been in adding technology to their instructional programs. Two challenges predominated, in equal numbers, as answers given to this question: Lack of time, and insufficient or inadequate equipment. Teachers listed the following as impediments; old computers, computers with differing or incompatible software, few technical support personnel, and the lack of their school’s infrastructure from insufficient electrical outlets and service, Internet connections and improper cables.

Repeatedly, teachers responded with variations of “I have thirty-five students, and one computer,” stating the improbability of making an impact with this little technology. Teachers at schools without a computer lab wished for one; others whose schools had a lab said it was over-booked, isolated from the rest of the curriculum, or located a substantial physical distance from the home classroom.

Respondents were specific about the kinds of time they needed, but did not have, to add technology successfully to their teaching programs. Time to learn about the technologies, time to research and develop curricula that incorporated technology, and classroom time for these additional instructional components were repeatedly listed, often in combination, as inadequate or lacking outright in the technology implementation at their school.

A number of teachers named poor or scarce equipment as a factor that additionally diminished their available time for instructional technology use. Slow internet

connections, hardware and software that failed, “glitched” or crashed, the time necessary to provide equal access to only a few computers when there are too many students, and the logistics of simultaneously assisting students using a computer while keeping those with none engaged elsewhere, were all cited as significant obstacles.

Other concerns expressed by teachers encompassed common social and educational issues. The problem of how to prevent students from accessing inappropriate sites, such as those with sexual content intended for adults, was mentioned several times, as was a belief that firewalls “don’t work” or were easy for computer-literate students to “hack around.” Some teachers said their own lack of knowledge about the technology, or their low comfort level with computers and cyberspace, were factors which made them hesitant. Several stated plainly that they felt they should know more about technology than their students.

Less frequently mentioned were worries about students losing some of the skills traditionally taught in the classroom, and that students without a computer at home would fall behind. (See Table 24.)

**Table 24: Concerns and Challenges in Adding Technology**

<b>PBS Station</b>	<b>16. Concerns and challenges in adding technology to an instructional program</b>
IPTV	Not enough time/computers for each student to use them. Watching while browsing internet to ensure only appropriate websites.
IPTV	My big concern with adding technology to my teaching program is my class size. I had 29 students in 6th grade last year and will have 27 this year. We only have 15 computers in our school lab. We must have two groups, but there is only 1 teacher.
IPTV	Lack of technical and instructional support. I have felt the need for a knowledgeable person in our computer lab to instruct and facilitate. I often don't feel qualified or confident about my computer ability.
IPTV	The computer on my desk is user friendly and I love it but it is not accessible to my students. The computers in the lab often do not all have the same software etc. to be useful to an entire class. Student computers in room are old.
IPTV	I feel sometimes like I am well prepared to do a particular project using technology and then nothing goes right or I can't get it to work. I guess I just feel inadequate.
IPTV	My concerns are lack of electrical outlets and internet outlets.

PBS Station	16. Concerns and challenges in adding technology to an instructional program
IPTV	Wow!! I am so excited about new technologies and I want to use them to motivate students and enhance our curriculum. However, over the past 5 years I have felt more and more overwhelmed with the day-to-day responsibilities and obligations with committees and practically NO PLANNING time. Almost all of my planning time is spend with individual students. We rarely get time to create and develop materials during the workday. We rarely get time to collaborate or when we do we are so burnt out we can't function. Almost all of my instructional training has been done outside the typical day and I also take time to train others in our building, district and area education agency. Other issues - accessibility to a lab, decent projection devices, easy internet access in our rooms
IPTV	Cost and speed, being able to access info at home and school and being able to share back and forth
IPTV	The availability of computers for everyone.
IPTV	Having the time to do it well.
IPTV	For myself, not a lot of concerns other than time. Being a tech coordinator, time is taken helping other people use technology.
IPTV	Availability to programs, cost, time in and out of classroom.
IPTV	Help!!!!
IPTV	I find that finding time to look at and evaluate new computer programs to use with lessons and the children is the challenge.
IPTV	My concerns have been the availability of funds to add technology in the classroom.
IPTV	Not enough access to computers in the classroom
IPTV	Lack of equipment, hardware, outlets.
IPTV	Availability is not there usually.
IPTV	My main concern is not having the computers I need in my classroom to accommodate the students I have. I only have one computer.
IPTV	Support from the district and availability of the technology on a consistent basis.
IPTV	Time constraints and enough computers available
IPTV	Not enough equipment.
IPTV	I am concerned about the amount of time it will take to implement technology use in my classroom. I do not have access to a lab so all of my students must share one computer. I am concerned about having the miss other important information in class while waiting to use the computer.
IPTV	Lack of knowledge and lack of time to browse what is out there and how to access it.
IPTV	My main concerns are: (1) finding the time to integrate it into my classroom situation and (2) monitoring student use of the internet.
IPTV	Making sure we do not waste time.
IPTV	Getting kids to go on the internet and find a web site is challenging for some kids to get to and type in to find the site. Also the computers are hard to get to all work at the same time. I have also had bad experiences in trying to use a presentation mode on projecting web sites for the kids to view together.
IPTV	The lack of computers and software in out classrooms

<b>PBS Station</b>	<b>16. Concerns and challenges in adding technology to an instructional program</b>
IPTV	Enough computers and availability.
IPTV	MONEY! There is never enough money to purchase technology.
IPTV	The varying levels of competence working on the computer and time
IPTV	Not knowing how to solve tech. problems that come up at times
IPTV	Lack of availability of computers lack of time to prepare
IPTV	Students becoming too dependent on the technology and not depending on their intellect.
IPTV	Like I said above, I don't have access to the iBooks like the intermediate teachers. Therefore, I don't have the training that would go with using the iBooks with a class. The grant doesn't cover primary teachers, but may someday include us.
IPTV	I have 10-20 minute time periods with my students in small groups of 1-4 students at a time. I am the 1-3 Math Interventionist.
IPTV	Time for teacher training, money for teacher training, money for infrastructure, time for professional research
IPTV	Finding appropriate software and the time to explore how it can be incorporated into my classroom
IPTV	Availability of equipment and if it will work at the time I intend to use it. Scheduling can be difficult unless you plan way ahead.
IPTV	Time to learn and time to implement into the curriculum moist advantageously.
IPTV	Adapting it to my students in the most useful way
IPTV	Lack of student access to technology within the classroom.
IPTV	Taking away from the paper/pencil computation of the students
IPTV	It's great when it works, but invariably something goes astray and precious learning time is lost.
IPTV	Having computers available for my whole class.
IPTV	Not comfortable, the kids know more than I do. Will I lose time to teach all of the needed material?
IPTV	Students rely exclusively on the technology at times instead of common sense and approximation. What the calculator says has to be right.

<b>PBS Station</b>	<b>16. Concerns and challenges in adding technology to an instructional program</b>
KAET	Safe internet use, time management, age-appropriateness
KAET	The speed at which the equipment is installed in new classrooms is abysmal.
KAET	Time and the ability to help facilitate the proper usage
KAET	At this time I do not have a monitor or a screen where the children may view something off the internet. That will change this coming fall.
KAET	My concern has been to that students are isolated in the computer lab - that what we do in there does not tie into what they are doing in their other classes
KAET	Unacceptable use of technology in the classroom by a student.
KAET	Not enough availability. It is getting better each year.
KAET	Having teachers accept the integration of technology into their classrooms, the time needed for training teachers, and the difference in the knowledge level of student vs. teacher in the areas of technology.

PBS Station	16. Concerns and challenges in adding technology to an instructional program
KAET	Since I see 700 students a week, with an average of 25 students per class, once a week, my time teaching them is more valuable to teach them as a whole unit then to let 2 or 3 go on a computer to work on a program that I don't have time to teach. If I had a lab that I could teach the whole class a unit at the same time then it might be more valuable to me. At this time it is not.
KAET	Consistency. Will it work when I need it? Time. Is there enough time for all students to do/try it?
KAET	The big problem as a teacher is not to be wow-ed" by the technology that students can create and focus on the content. I struggle with this but have developed rubrics, which help. Students tend to think technology is the answer to all problems and often choose a type of technology to solve a problem when something else might be better. They don't have a sense of what makes something good when using technology yet. Additionally, not all students are up to speed on what things are available. Once again, the "haves" have a jumpstart and the "have-not's" have to wait. We are trying to address that with availability of after school instruction and accessibility to computers. "
KAET	Time to develop the lessons is lacking. Plus often, there are system glitches when using them causing delays and more time spent than planned. Also, students not having log in number so no being able to do the activity. - Not having easy access to LCD projector and laptop for presentations...
KAET	My students come to me with various levels of technology skill. I have found that there are those who are interested in the technical aspects and not the user end of technology and those who are interested only in the user end and could care less about the technological aspects. It is my job to give these students a rounded education with technology and try to keep them out of trouble at the same time. Boredom or the wrong level of assignment will only lead to trouble. The challenges I face in the classroom range around classroom management in not being able to monitor every student all the time. This allows students to get into areas of the computer where the student shouldn't be in or on to sites that are inappropriate. Although students and parents have signed a use agreement, lack of support from administration only adds to the problem. Students know they can get away with getting into the system and what I don't know or don't see only adds to that thinking. As much as we try to add firewalls, etc. to the system, there will always be those students who can manage to find another way or hack into the system. However, if too many restrictions are on the system, technology in the classroom loses meaning.
KAET	Only that my students will know more than I do!
KAET	Not enough computers nor time
KAET	Lining it up with district and state objectives, having time to plan new lessons incorporating technology, classroom management, and assessment.
KAET	It is important for me to remember, and to share with students and their parents, that technology is just a tool; that while access to technology is important it should never take the place of interaction with others.
KAET	Time!!! It takes time for me to plan lessons using technology and it takes time to teach the students how to utilize the available computers.

PBS Station	16. Concerns and challenges in adding technology to an instructional program
	Evaluation is also a concern. Also, I am not enough of a computer geek to know what I am doing. For example, I don't know about modems, and all the abbreviations that come with the internet. I would like to be more comfortable with the computer myself and be able to do presentations.
KAET	My challenges have always been equipment. Getting it and how up to date the equipment may be.
KAET	Replacing older equipment with new. Keeping equipment up and running.
KAET	Finding websites that work with my curriculum. With limited to one classroom computer, keeping everyone on task.
KAET	Have the needed technology. There are items that we just don't have and are very behind in hardware acquisition. There are items we do have, but due to the limited resource and high demand it is hard to access and plan accordingly.
KAET	We have had trouble upgrading machines and memory to keep up with the software requirements. It is frustrating for students to have skills that they are not able to apply because we do not have the appropriate equipment.
KAET	I only have one computer that is connected to the internet. I feel that the students wouldn't be able to see the screen. I would lose control. I do have a music program on the old Apple 2e's that the students use. Could I use the computer, and connect it to the television screen? I would enjoy learning some tricks to use technology more in my music classroom.
KAET	It is sometimes difficult to fully monitor student searches. Many students still need a great deal of training when using the web while others are pros.
KAET	The internet is not always accessible. They try to keep us online, but many times when I have planned around the Internet and researching, the server will go down and the internet is not accessible.
KAET	Biggest concern is using the web if it is not monitored or if they are able to get to inappropriate sites.
KAET	My lack of knowledge
KAET	Having the actual equipment to use once trained on it!
KAET	Having enough tech resources for everyone to use.
KAET	Not enough computer time for each student
KAET	One computer, up to 35 kids at once; computer lab frequently booked and located far from my classroom.
KAET	Outdated technology at my school
KAET	Having all students be able to share a single computer in a classroom has been the biggest challenge.
KAET	My main concern is equity of time for students to using the computer in my classroom. The students who have time in class are usually the high students who work quickly and have more time to do other activities. The students who work a little slower or who need more help rarely have classroom access. Therefore, I don't usually have students working on the classroom computer.
KAET	All web browser firewalls are inadequate to the savvy computer-literate students. I rely on a school 'contract' for each student along with much observation and monitoring to control improper surfing. Also, I would like

PBS Station	16. Concerns and challenges in adding technology to an instructional program
	to have more music related programs available. Only one is currently available.
KAET	Comfort level. I have uncertainty and fears of my knowledge and abilities to use technology. Sometimes I get lost and don't know what I am doing.
KAET	Keeping students on task. Making sure I know as much if not more than they do.
KAET	My biggest concern is the limited amount of equipment that most schools are using. In my district, there is only one computer per classroom and it primarily there for the teacher and not the students. Some students don't even have the internet permission slips signed and are not allowed to use the computers at all.
KAET	1 Unless all of the classroom machines are on the Network Assistant and the instructor is able to watch all machines as students work as independent learners, we run the chance of computer program abuse. 2 Not having a machine in front of every individual within the classroom at any given time are a handicap. The Lap Tops are a small blessing, but students deserve more...all. 3 More machines not becoming available to schools, faster.
KAET	I find I tend to avoid giving my students access to the internet. If there is a specific topic, and I am sitting next to them, I will let them do some searching for information. I think it's the fact that I'm not sure I can keep watch on those on the internet all the time and keep track of the rest of the class. I have to work on that.
KAET	Learning the intricacies of it all. It is sometimes mind-boggling.
KAET	I work with other professionals who are not sure of their skill levels. When I am not around, they are fearful of using the technology.
KAET	I want to be sure that the information I am teaching them is up to date. I worry that my kids will show me up" too much (I do expect some)."
KAET	We don't have computers available to students in the classroom and spend too little time in our computer lab for them to really grasp the concepts they need to be successful.
KAET	I see my music students for such a short time and with only one computer in my classroom and 15-40 students at once, it has been difficult for me to come up with a plan for the students to use the computer. We do use the VCR quite often.
KAET	The students spend too much time playing games on the computers because I don't know what to do with them.
KAET	I need to know how to control the technology first. It's hard.
KAET	The school feels everything can be obtained from the internet so software isn't needed on our computers.
KAET	Availability of hardware and training of teachers or facilitators.
KAET	I don't know how to get started
KAET	Knowing how to get everyone involved when I have only one computer.
KAET	TIME. Availability to internet access for all at school. I hold a position in our district, which allows me internet access in my classroom. Mine is the only regular ed" classroom on campus with access. The computer lab is so packed schedule-wise that two grade levels were unable to attend this year. I am very impressed with the technology skills with which new teachers are arriving at school."

<b>PBS Station</b>	<b>16. Concerns and challenges in adding technology to an instructional program</b>
KAET	The only concern that I have is that I need to become better educated so I can be efficient in the use of technology in my classroom. The biggest challenge has been simply getting it in the classroom. There is very limited access for students unless they have a technology class and they don't take that until 8th grade.
KAET	Having the software that I need to work with the children.
KAET	1. If I put a student on the computer, then he is not involved in other work that is taking place in the classroom and may miss out on instruction or skill development. 2. I am not comfortable with computer assignments when we have such limited resources. 3. My current style of teaching does not lend itself to student computer usage, except as we work on a project in the computer lab, i.e. researching and reporting on French castles. 4. Not all students have parental permission to use the internet at school.
KAET	Time and equipment.
KAET	The kids go to websites they don't belong in. This has been a constant problem. They trend, also, to go to chat-rooms and spend time downloading pictures of their favorite music or movie stars.
KAET	Personally, I am self-taught using the various technologies, and I enjoy using them very much. However, I am anticipating becoming more proficient, and therefore, more efficient.
KAET	I don't understand it.
KAET	Not being available when the children need me to help with what they are doing. Getting into places on the internet that they should not be.
KAET	I am not as aware as the student about the abilities of the internet.
KAET	Time
KAET	Time to prepare lessons, access and cost
KAET	My limited knowledge of computers.
KAET	People thinking technology replaces the old completely, it doesn't and shouldn't
KAET	My main way to use technology is the Dream Writer Keyboards. They malfunction and freeze quite often, so it is frustrating for the students and myself. Also, we have only one computer with internet access in the classroom, which really limits our use of it.
KAET	Usually the time constraints involved with planning (finding appropriate web-sites etc.).
KAET	Not enough computers, not enough time to really train them how to do what is required of them.
KAET	Lack of enough technology to make it a viable part of a classroom has always been a concern. It is difficult to use a computer effectively when you have 1 computer for 35 students with no enlarging device.
KAET	I don't have the finance to buy the software for the students, nor does my district offer much, so I don't have much to teach the students other than internet research.
KAET	I've been concerned with me as a teacher being adequately trained for the task.
KAET	The only concern that I have is that my students do not have the same access to the internet and other such technology in their homes.
KAET	To effectively integrate technology, teachers need to be willing to change the way they teach and many are not prepared to do so.



PBS Station	16. Concerns and challenges in adding technology to an instructional program
	Teachers need more than a few technology courses and staff development trainings in order to be most effective; unfortunately few districts are willing to provide technology mentors who can work side by side with these teachers.
KAET	I have a hard time troubleshooting problems my students run into and we do not have a person who mans the computer lab. I need time to develop my own competencies so I understand what I am trying to teach. Also, I get frustrated when the only working computer in my classroom gets messed up or crashes. (It isn't as critical in the lab because we can just switch computers or double up.) I also have a hard time finding appropriate software to support my objectives.
KAET	My own learning security for students going online
KAET	My lack of knowledge about it. It scares me.
KAET	The enormous amount of extra time it takes to develop interesting and relevant technology lessons. Our own teachers who volunteer to share their knowledge at weekly sessions primarily facilitate staff development. A certified tech teacher that would work WITH teachers in the lab would help Deer Valley hang onto past gains and encourage risk-taking.
KAET	TIME-----TIME-----TIME number of computers available to the students
KAET	I am concerned about only having one teacher and one student computer connected to the internet and only having two printers that aren't connected to the all the computers due to lack of proper cables.
KAET	Supervising my students, the student's lack of keyboarding skills, management.
KAET	As I run the reading program now, my challenge is that I do not have a class of my own. I would have loved to have internet access in my class. My challenges were getting all the students to use the few I had. It is difficult to allow all students equal time.
KAET	For what I have done, it is time consuming. With everything else a teacher has to do inside and outside school hours, it has been difficult to find the time.
KAET	My students are beginning English speakers/readers/writers. I don't have computers in my classroom for them to use. Getting the students into the computer lab requires a lot of time and effort and takes away from my time with the curriculum (which doesn't stress computer use). I know I need to work on this!
KAET	The first challenge was acquiring technology. It has taken many years to get enough technology in my program to enable all my students to have access to it. The next challenge has been getting my school administration to provide the support for that technology--such things as power and cables. Another challenge has been spending so much time acquiring the technology that I haven't yet had the opportunity to really use it with all students on a regular basis. One of my challenges for 2001-2002 will be integrating more technology into my curriculum.
KAET	Money is always the biggest problem. After that, a big concern is outdated equipment. Also, will the new equipment be compatible with what we already have? The biggest problem is not having enough technology, antiquated wiring and hubs, network slowness, and network down time.

PBS Station	16. Concerns and challenges in adding technology to an instructional program
KAET	In being a resource teacher, using various technology resources not only helps my students learn but it helps them learn in different ways.
KAET	Lack of access to enough computers to have all students active simultaneously.
KAET	I don't have enough computers for all my students and it makes it really difficult for them all to get a chance to get on the computers to compete assignments. I also have to watch them closely to make sure they don't get into sites on the internet where they don't belong. The final thing that really bothers me about my computer is when all the accessories that come with it are not working correctly such as my printer or my c.d. drive.
KAET	Money, Money, Money. There never seems to be enough capital to buy the software I know will help.
KAET	My concerns are my students not knowing how to type or where the letters are on the keyboard. Also, our district has done away with an actual computer class (prep). It is the responsibility of the teacher to teach the technology and I was not trained to do that.
KAET	My primary concern is the use of technology to enhance instruction rather than using it as a teacher replacement. My second concern is making sure the children and their parents understand what proper usage of the computer is; as an additional learning tool and the manifest dangers it can pose if used indiscriminately by an unmonitored child.
KAET	Is it developmentally appropriate for children ages 3-5 and how to integrate into our school day without taking away from the hands on learning experiences.
KAET	My own learning curve has been very steep in order to be able to instruct the students. I have purchased my own training to supplement what our school district has offered. As a media specialist, it has also been difficult to find the time for planning with teachers.
KAET	Equal access to all students in the school. Teacher's lack of motivation for students to use technology. Blaming technology for low scores on standardized tests.
KAET	How to best make use of their time on the computer
KAET	Our school has had to sacrifice a computer lab for additional classroom space. We have too many students and limited access to computers hooked up to the Internet. Large class sizes inhibit whole group work in a lab.
KAET	Having enough computers so that every student can actually be using one is a challenge. When they have to work in pairs there is down time. Another challenge is having working" equipment -- things seem to break down a lot and since I'm not an expert I can't get it fixed. "
KAET	I am now at a stage where I can effectively use technology, but need help in preparing lessons for student use.
KAET	My greatest concern this year is not enough memory for our computers. Hopefully, that will be fixed" by the fall. Other than that, more computers and a more flexible classroom arrangement would be helpful. Actually 10 laptops and an airport would fix all my problems. :-)"
KAET	My lack of familiarity with it and the lack of time to train in this area.
KAET	In some cases the students probably know more that I do - that's scary. Keeping them reined in will be the most difficult part of the equation.

PBS Station	16. Concerns and challenges in adding technology to an instructional program
KAET	My concern is that I personally need to learn more and become more proficient in the technology field. My challenge is the lack of available computers and tools" for my student's to learn and practice the necessary skills. "
KAET	Too little time with students. Too little money for training and equipment available from our district - (I write grants for equipment)
KAET	Concerns: Too many predators, students view computers as game like. Difficult to watch them all. Challenges: Are they ahead of me? Can I keep up with them?
KAET	Keeping students on task, equipment malfunction, lack of training
KAET	I had some difficulty with the scheduling (i.e. getting into the computer lab, spacing the instruction for different levels of skills, and getting students who needed more time into the computer lab to finish assignment).
KAET	Mainly concerned with violent, illegal and explicit garbage that is on the web.
KAET	Finding room to conveniently use it! Monitoring individual and small groups on the computer while I am teaching other groups.
KAET	My biggest concern is that I will not have easy or even regular access to computers, appropriate software, and the Internet.
KAET	Students can become too involved in the creation of a project and spend too much time on bells and whistles and on enough on content to get their message across. Access to inappropriate sites Not enough computers in the classroom to meet time limitations Not all information is kid friendly'. Too technical sites turn students off if they cannot find something that is helpful Helping students determine which sites are authoritative rather than just fly by night sites posted by someone who does not have the correct information helping students learn how to search effectively so they do not waste time or get lost in cyberspace"
KAET	Locating appropriate software.
KAET	Time spent learning to use the technology, and then the new software versions used with it; admen's consistently purchasing hardware w/o software to use on it, admin playing catch-up with policy, lack of tech support (tiny, dedicated but overworked support staff)
KAET	Not enough hardware/software, not enough training and in-house support, inadequate bandwidth and Internet speed, inadequate technical support, techno phobic teachers, digital divide at home
KAET	Not having access to all the technology.
KAET	One concern is that they will need help and that will require me to leave the students I am working with to go to help them. Another concern is that they will get a hold of some really ugly sites that I do not want them exposed to. Another concern is that I do not have enough computers to handle a small group, or I do not have equipment that is up to par, or they break down.
KAET	Kids see it as an easy access to all the materials they might need but in reality they don't know how to evaluate the good from the bad or the appropriate. They see it as easy but it's really very difficult.
KAET	My concerns are the ever-present test monster, which often drives instruction and limits what we do.
KAET	Don't have necessary equipment.

<b>PBS Station</b>	<b>16. Concerns and challenges in adding technology to an instructional program</b>
KAET	None I have always been into using the most up to date technology I can get for my students and my program
KAET	Time and cost
KAET	Hardware failure! Time management.
KAET	I do have Jr. High electives. Incorporating that is the program. However, I do not have access to the internet in the Library. I use CD's and other materials that will help in reference areas.
KAET	Does research show it helps? (Rhetorical, some says it does, I know....) Time to do technology and still do well on state mandated testing - only 2 real" computers in the class. Strong variations in student ability levels on computers... Highly restricted access to full computer features (our district uses Mac Manager)"
KAET	I have one computer in my room. Plus last year I was teaching 2nd grade students, but this year I will have a class on 6th graders and plan to use it more.
KAET	Reliability of information on WEB.
KAET	Time constraints and equipment not functioning properly.
KAET	Money
KAET	Providing enough time for students to adequately learn to use it. For my graduate students increasing their level of expertise without overburdening them.
KAET	I feel that the fundamental challenge of acquiring hardware and software have dominated our school district for the past couple of years. However, now that connectivity is more universal and some quality software has been added, the greatest challenges have been finding time to utilize technology and finding the best ways to incorporate its use in the classroom and the curriculum.

<b>PBS Station</b>	<b>16. Concerns and challenges in adding technology to an instructional program</b>
KCET	People cannot change unless they have some motivation. It is hard to get other faculty members to recognize the importance of technology in our lives.
KCET	Though tech support is always an issue
KCET	Keeping the equipment and software secure.
KCET	Time
KCET	Training/instructional time for staff and myself on establishing a self-comfort level that allows us to instruct the student.
KCET	I need equipment and training.
KCET	That they will not be realistic for the job market for the students, ie old software.
KCET	Management has been my concern, but I have been adjusting. It's just a matter of making
KCET	Possible distractions of getting off task, ie internet.
KCET	Not enough technical support. Not enough time to develop students' skills.
KCET	Improvement of my computer skills and its integration into the classroom.
KCET	Conflicting agendas within LAUSD, providing and then withholding tech

<b>PBS Station</b>	<b>16. Concerns and challenges in adding technology to an instructional program</b>
	support; admin transience, leaving tech support status in question.
KCET	1.year round schedule w/ traveling teachers 2.wide range of topics to be covered with limited time available
KCET	Security.
KCET	First, getting access to more computers. Second, getting connected to the Web. Third, playing" and working with the technology in order to feel comfortable enough to use it in my classroom. "
KCET	Since I only have one computer that actually works, it is hard to implement it into daily schedule. The quicker students who finish their work early will always be on the computer whereas the others will hardly have a chance to use the computer.
KCET	Would like to incorporate it, but the lack of knowledge hinders me.
KCET	My concerns and challenges of adding technology to my program is the time factor. There is not enough time to do anything extra when we have to fulfill our requirement to teach reading, math and oral language for my second language learners.
KCET	Games without content
KCET	I do not have the equipment.
KCET	Basically getting enough equipment for all students to have access to it.
KCET	My own skills would be a concern.
KCET	Finding the appropriate and effective program to service the educational needs of all my students. Likewise, having enough time to teach them basic reading, writing, and arithmetic.
KCET	Limited equipment. 2 computers does not allow for students to use the computer hands-on during class.
KCET	Mostly the problem is getting proper funding and support from the district. We currently have one tech to handle an area the size of a small county and only teachers working double duty as technology specialists to keep the equipment running.

<b>PBS Station</b>	<b>16. Concerns and challenges in adding technology to an instructional program</b>
KCPT	Having equipment in working order, having enough equipment.
KCPT	Age appropriate activities computer availability CD/game availability
KCPT	Not having the resources is my primary concern for using technology in my classroom.
KCPT	We have limited access to technology. Each class has only one class period per week in the computer lab; therefore, course work is limited by the access to computers.
KCPT	Due to specific internet problems (system being down, system too slow) this may cause problems when on a schedule in a lab once a week for 45 minutes.
KCPT	The school does not have the facilities to support technological instruction in the classroom.
KCPT	My students do not have a means of using computers on a daily bases. The only way of using my computer is by means of a Tvector. This is not always the best means of presentation.
KCPT	The students whose parents did not want them to use technology.
KCPT	Lack of equipment, and proper training.

<b>PBS Station</b>	<b>16. Concerns and challenges in adding technology to an instructional program</b>
KCPT	I have enjoyed many opportunities to include technology activities in classroom work. I find it challenging to be consistent with use of technology. I have been teaching only one year, and I have used the Internet and computer programs for lessons as an enhancer or supplement.
KCPT	Equipment not available in classroom
KCPT	My concerns/challenges in using technology in the classroom are; scheduling since I only have one computer in my room and the computer lab is often booked. In addition, I have students for a limited time during the day. Monitoring web sights is also a concern when using the web. Finally, I don't feel comfortable teaching PowerPoint presentations yet since I haven't had the equipment to practice using it.
KCPT	Keep it up to date My knowledge of the programs.
KCPT	Too much time lost on repetitive learning for some. Availability for all students.
KCPT	Working of the components, having technology available to every student, personal contact and instruction with those students who need that contact, technology becoming a babysitter rather than an instructional tool.
KCPT	My concern is providing proper instruction. Because of lower elementary, choosing appropriate programs is a challenge.
KCPT	How to effectively reach the students who do not have access to the Internet at home.
KCPT	The technology I would use is not available in my classroom. Because I haven't been able to use what I have learned, I have forgotten a tremendous amount.
KCPT	I have some concern about inappropriate sites (porn).
KCPT	My main concern has been the type of materials my students will access on the web. Also our computer in the classroom is very limited. I have felt it would be difficult to monitor students on the computers in the classroom.
KCPT	I need training to do so.
KCPT	Training and computer.
KCPT	There were some video streaming problems due to a firewall.
KCPT	Sometimes the system isn't able to take care of all of my students at the same time.
KCPT	Preparation time and learning how to trouble shoot for problems.
KCPT	The technology I would need to use to effectively teach with technology is not available to me.
KCPT	Children do not have enough of computer achievement. Our district is just now implementing computers in the classroom, although we still do not obtain all the equipment needed.
KCPT	Too much time on the computer, not enough reading books, or other resources
KCPT	Lack of funding for technology

<b>PBS Station</b>	<b>16. Concerns and challenges in adding technology to an instructional program</b>
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<b>PBS Station</b>	<b>16. Concerns and challenges in adding technology to an instructional program</b>
KCWC	The frustration on trying to figure it out in the limited time we have and to get the work done.
KCWC	Time
KCWC	Scheduling classes in the computer lab when it has already been booked. Availability of class wide access.
KCWC	I don't have the time necessary to learn how to add technology into my teaching style.
KCWC	I have been concerned about the lack of time for me to learn programs to teach to my students.
KCWC	Finding areas out there that contain topics dealing specifically with advanced mathematics (i.e. trigonometry and calculus).
KCWC	Access for the whole class to technology
KCWC	Lack of money and resources to adequately fund technology in the classroom or computer lab.
KCWC	There are no computers for the students to use in my classroom, and they don't have access to other computers in the school.
KCWC	My biggest concern is having access to all equipment needed in teaching my classes. Often time the computer lab is full or down and the media center is full. I have acquired several computers for my classes but I have to keep it quiet.
KCWC	At this point I am a teacher's aide so I haven't been involved in planning the curriculum. I am still working on getting more proficient and comfortable with computers.
KCWC	Not knowing enough.
KCWC	Our student population. Desire to learn and motivation.

<b>PBS Station</b>	<b>16. Concerns and challenges in adding technology to an instructional program</b>
KLRN	My lack of confidence/training/skills and the hours of access at McCollum for students-lab is open a short time before and after school
KLRN	Our school district will not help our school to have technology available. The excuse is that our school is old and is soon to be torn down, but our students have no technology exposure.
KLRN	Not have the support (dollars, software, hardware) of our district. Lip service and glad-handing seems to be the norm.
KLRN	Keeping up with changes in tech. that is needed for our students to be successful.
KLRN	Enough Hardware, time, to use these in the classroom
KLRN	(Same as above)
KLRN	Need for training and ability to apply in a practical way
KLRN	Making it work for me!!
KLRN	Learning how to use the equipment and feeling confident about using it in the classroom.
KLRN	I have no technology to add. When I do, I am concerned about monitoring student use of the computer applications.
KLRN	See above
KLRN	Poor internet filtering capabilities
KLRN	Ensure that I have the latest software and equipment

<b>PBS Station</b>	<b>16. Concerns and challenges in adding technology to an instructional program</b>
KLRN	I do not have any concerns. The challenge would be that I do not have my own classroom and cannot use any of the recourses in my classroom. It would help if more classes had computer in the room that I float in.
KLRN	We do not have enough computers available on a daily basis for our students to use. We have 15-20 computers available in the English dept lab for 15 English teachers to use on a sign-up basis. We do not have enough access to computers on a daily basis.
KLRN	Students in regular technology classes are passing me by. Got to keep up!
KLRN	The included applications needed to be used as a tool rather than as a crutch to help students in their math work.
KLRN	My greatest challenge has been in getting help to fix computer problems in the classroom. A waiting period of up to three months is common.
KLRN	My concern with adding technology to my program is finding the resources needed and finding time in the day.
KLRN	Updated training for myself on a continual basis
KLRN	The biggest challenge is not having enough computers or access to a computer lab.
KLRN	My main challenge is to get the use of a projector for my which would allow me to make better use of the technology I have and the Internet resources.
KLRN	The challenges have been to have enough computers and probes to make it convenient for all the students to use.
KLRN	I need to seek new ways on how to integrate the technology in foreign language other than word processing.
KLRN	Knowing everything I need to know before I actually introduce it to the students. Technology is extremely limited at my school. The availability is a concern.
KLRN	The greatest challenge is not having a computer in the classroom.
KLRN	The limited number of computers available, the age of the current hardware we have and the lack of funds to keep up with repairs and or replacement of equipment so that it can be used.
KLRN	Time and student accessibility to computers at home.
KLRN	Money to get updated software and training to implement it.
KLRN	Money is the biggest challenge in attaining, but the district initiative to equip the schools is very slow.
KLRN	One concern is the availability of equipment.
KLRN	My greatest concern is how to integrate technology into my instructional program effectively.
KLRN	Set up to be on line, what's the problem getting someone to come out and get things going.
KLRN	Lack of equipment
KLRN	My challenge would be mainly in teaching the children the procedure they will need to follow.
KLRN	My lack of expertise and lack of up to date equipment and software
KLRN	Computers/Internet, digital cameras, etc don't always work on a consistent basis. Repairs of these items take a long time. Students and Teachers become quite frustrated, when in the middle of a lesson; the



<b>PBS Station</b>	<b>16. Concerns and challenges in adding technology to an instructional program</b>
	internet, software, etc are not working in perfect order. Secondly, training on different software, lessons using technology, etc need to be given to teachers online or on the school campus. Assessment pieces also need to be developed for teachers,
KLRN	How to do it effectively
KLRN	Computer down time.
KLRN	None, other than their hesitation to undertake tasks that they feel can only be done through technology. They set their own limitations too quickly.
KLRN	I am ready for any challenges but since my room is computer free, then I can express any concerns
KLRN	My concern is that we have computers that have access but no one has come out to make sure that we are connected so students are being cheated out of an opportunity to learn a lot more.
KLRN	Our classrooms do not have up to date computer equipment\resources-example no internet capability in the classroom is available

<b>PBS Station</b>	<b>16. Concerns and challenges in adding technology to an instructional program</b>
KNRS	We do not have computers that are new and able to keep up in today's world.

<b>PBS Station</b>	<b>16. Concerns and challenges in adding technology to an instructional program</b>
KRMA	It has been very hard to create time to teach my students about technology so they can begin to use it for regular classroom assignments.
KRMA	How to fit it all in. How do I find the correct places to add technology?
KRMA	My lack of experience
KRMA	Access
KRMA	Getting the technology into the classroom so that students have access. Money to fund technology.
KRMA	Lack of opportunity to take classes that would help me to do so. Lack of time with students to add this component. Lack of materials for the students to use.

<b>PBS Station</b>	<b>16. Concerns and challenges in adding technology to an instructional program</b>
LPB	Our internet does not have a filter to screen out inappropriate web sites. Since I know how easy it is to get to one of the sites even by mistake, I do not let my students search the web without me right beside them watching! This is very limiting to them.
LPB	We need plenty money to purchase more equipment for students in my classroom.
LPB	I have no computers in my classroom to utilize.
LPB	I have three different kinds of computers. Only one has adequate

PBS Station	16. Concerns and challenges in adding technology to an instructional program
	software installed. The others are older and finding software applicable to the age I teach is difficult. Also, this past year I did not have a printer. This made creating student documents difficult because everything had to be saved on a disk and then taken to an external printer making the process more tedious for my students.
LPB	Schedule constraints, Projector to see whole class, internet bad sources, time
LPB	I hate the word "UPGRADE" just about the time I have something figured out an upgrade occurs and I lose data as well as spend valuable time trying to figure it out again."
LPB	Vandalism, I am afraid they will be stolen my principal gave me an old computer that has no guts/ language
LPB	I worry about keeping up with all the new things and how our parish can financially keep up with everything
LPB	My greatest concerns are student exposure to inappropriate" information and my limited knowledge of the capabilities of technology. "
LPB	None
LPB	Getting teachers and students to feel comfortable.
LPB	My lack of confidence has slowed us down...thank heaven for a capable aide!
LPB	Not enough computers in the classroom. Not enough or utilized training available for teachers' training.
LPB	Not enough computers
LPB	Finding supportive web sites that enhance math skills.
LPB	My students need freedom to explore but structure to keep them from pornographic or such sites. My challenges have been a planned lesson using internet then our internet service not being up and running - sometimes for an entire week!!
LPB	One concern I have is that in trying to protect the students with software we end up limiting greatly what we have access to. There is the ever-present problem with technology that you make all these great plans only to have the equipment malfunction when you try to actually teach the lesson.
LPB	We are always told at the Junior High School that there is no money? Where is the money? Others have much of this equipment.
LPB	Not enough equipment to accommodate all students and the time to learn and teach the students the proper way to utilize the equipment.
LPB	My main concern is letting my students loose on the web and we do not allow our students to have email at school.
LPB	My students have been expelled; therefore security measures must be taken.
LPB	Planning activities for twenty-one students on two computers is difficult. Rotation and management skills are imperative to use it effectively.
LPB	Sources for software and sites.
LPB	My main concern is that since many students have computers at home, they do not want to take the time to listen and follow instructions.
LPB	I do not feel that I have enough training to effectively teach and work with my students.
LPB	Monitoring the information available to the students, they know how to

<b>PBS Station</b>	<b>16. Concerns and challenges in adding technology to an instructional program</b>
	get around surfwatch. I also have to make sure they don't erase and change some of my setting. This means watching. We had our school web site deleted by a student last year.
LPB	I have no computers available
LPB	I do not feel that I have the knowledge or training to be effective in the classroom.
LPB	Students have difficulty distinguishing between factual information obtained off the internet & someone's web page. Need to be sure students access legitimate sites.
LPB	With only one computer it is difficult to make certain that all students have access to the information.

<b>PBS Station</b>	<b>16. Concerns and challenges in adding technology to an instructional program</b>
METV	Helping and influencing all teachers to make use of technology.
METV	Being sure that teachers are comfortable enough to use it.

<b>PBS Station</b>	<b>16. Concerns and challenges in adding technology to an instructional program</b>
MPT	See above
MPT	Lack of sufficient technical support, lack of funds for staff development and funds to keep up with ever changing hardware/software.
MPT	We have portable labs so set up and take down can take up a tremendous amount of time.
MPT	Availability (i.e., inadequate numbers of computers), antiquity of computers we do have (no CD drives, 8 mg of RAM, tiny hard drives, etc.), time and personnel to provide training and on-the-spot troubleshooting, lack of electrical outlets in rooms, blown fuses from too much draw on electricity in old buildings
MPT	Lack of time to plan the use of the technology and lack of working equipment when needed. Also the fact that there are so many other basics that need to be taught in math that unless the technology can really enhance what I am doing I don't use it.
MPT	The middle school is the forgotten child of the system!
MPT	Lack on computers and class size
MPT	Needs to be updated
MPT	A major concern is to keep children focused on the sites that are appropriate for what you are actually doing with the children. Also, keep children from rearranging" the setting on the computer. The computers need to have a way to "lock" children from certain sites. Another major consideration is getting the time to sit down and work through various programs and sites to be familiar with in order to work with the children more effectively."
MPT	I am looking forward to incorporating technology into the classroom. It would be a wonderful experience for my students.
MPT	I would enjoy having a computer and internet access in my teaching area.
MPT	Time and skills to use

<b>PBS Station</b>	<b>16. Concerns and challenges in adding technology to an instructional program</b>
MPT	Finding the time for students to effectively use the technology and incorporating the technology with our state curriculum.
MPT	How to incorporate it with only two computers in the classroom.
MPT	I have been concerned and challenged mostly by my own lack of comfort with computer technology.
MPT	The lack of resources and support has limited my ability to add technology to my instructional program.
MPT	My concerns about adding technology are that it is just not available because of financial constraints and lack of money in some school budgets.
MPT	Some of the challenges that I have experience are the difficulties of navigating on the web and the use of web tools. Typing for most students is slow and frustrating for most. Not enough computers for the students create the biggest problems.
MPT	I had a greater comfort level with a computer lab. Now that the computer lab has been taken apart, it is more difficult to develop ways to use the computers effectively.
MPT	There is not enough time for teachers to learn, develop integrated lesson plans, and assess students and do all the many others things they are required to do. Getting students ready for standardized tests consumes too much time and teachers don't have the time to be COMFORTABLE with and use.
MPT	The lack of technology in my school.
MPT	My concerns with technology being added to the instructional program is that teachers need to make sure that it is aligned to the curriculum and that it allows the students the opportunity to explore a skill or strategy through other means.
MPT	Lack of equipment
MPT	I only recently received a school computer for use in the classroom in November of 2000. Until then I brought in to the Lab two computers from home that I used, personally and with students.
MPT	Lack of hardware and software.
MPT	Only having a few computers to service all of the students, so scheduling computer time for each child was almost impossible.
MPT	Necessary access to equipment in all classrooms.
MPT	Do not have enough computers with memory to access internet in the classroom and in computer lab.
MPT	Lack of computers for student use. Downtime waiting for computers to get online. Failure to keep up with advances.
MPT	The challenges are that sometimes, the equipment is not working. The cables are missing, the Internet cannot be accessed, the large monitor for classroom use is being used in another classroom. Even pros" sometimes get caught with equipment or programs that don't work at the crucial time. It's frustrating to set up the computer etc. and when the lesson is to begin something doesn't work and you need to quickly rethink the strategy for teaching the lesson. These same computer "glitches" can happen to students. I do think the "glitches" are becoming less and the successes are happening more often. "
MPT	MY CONCERNS AND CHALLENGES ARE THE LACK OF INSTRUCTIONAL EQUIPMENT FOR EVERY CLASS/STUDENT.

<b>PBS Station</b>	<b>16. Concerns and challenges in adding technology to an instructional program</b>
MPT	None
MPT	It was difficult to change from teacher-centered activities to student-centered.
MPT	Need for professional development
MPT	I think teachers need to be taught how to use new technology. Also, acquiring monies to purchase new equipment seems to be a major issue.
MPT	I cannot get enough access to computers for my students.

<b>PBS Station</b>	<b>16. Concerns and challenges in adding technology to an instructional program</b>
NHPTV	Having time to create technology units.
NHPTV	Time continues to be the most difficult piece of adding technology. Students often need individual attention while learning and with a classroom of students this sometimes becomes difficult. Time or the lack of it seems the most difficult issues to contend with during a school day.
NHPTV	I do not have an adequate number of computers for my classroom
NHPTV	Whatever
NHPTV	Encouraging other educators to adapt to the speed of change in technology.
NHPTV	Lack of time- by the time every student has a chance to use the internet to look up information, it has taken so long that other students who haven't had a chance to be on the computer yet have become bored and have wasted a lot of time.
NHPTV	Lack of time Lack of computers Not enough training to feel comfortable
NHPTV	Limits on access to internet
NHPTV	Lack of individual instruction for me in order to be knowledgeable enough to teach and help my students learn.
NHPTV	What is out there for the lower level students? How can it be implemented more in the classroom?
NHPTV	Time!!!
NHPTV	TIME!!! And availability of working computers.
NHPTV	Time and comfort level.
NHPTV	Receiving money from the SAU to purchase the necessary equipment.
NHPTV	Each child should have its own laptop.
NHPTV	Young children need real hands-on activities or something that can be as simple and intense as having a real personal interaction
NHPTV	Having only two computers in my classroom for 24+ students is not convenient. If there were more computers available it would be a lot better.
NHPTV	School policy lacking in parent permission given for students to use internet. Each classroom has internet connection, but only teachers and support staff are allowed to use the internet
NHPTV	How to have the (one or two) computer(s) being used while classroom instruction is going on
NHPTV	Money and support from the administration.... a lot of talk and no action.
NHPTV	My major concern and challenge in adding technology to my instructional program is just obtaining access to it. There is a great need for

<b>PBS Station</b>	<b>16. Concerns and challenges in adding technology to an instructional program</b>
	additional equipment as well as need for internet lines in every classroom. If the access and equipment were available then I would have few concerns about adding technology to my instructional program.
NHPTV	Only one computer
NHPTV	Access and parental denial to access
NHPTV	Not enough time, and computer freezes often. Or the computers are down.
NHPTV	Time and self instruction
NHPTV	Safety
NHPTV	Getting enough adult assistance to help first-graders when they get stuck.
NHPTV	My students are very young. I wonder about let them use the internet on their own. I hope that they won't rely on the internet instead of using thinking for them.
NHPTV	Not enough funding, grants, etc. to build out or add infrastructure, hardware, software needs.
NHPTV	Space to put computers scheduling computer time for students finding useful sites for students
NHPTV	The main concerns I have had relate to teachers being given technology but not being instructed in how to use it effectively. I have seen improvement but feel it still needs to be upgraded.
NHPTV	Having the proper equipment and the equipment being in good condition. Being able to use the computer lab (at times it is used by a small number of teachers exclusively). Being able to use the projector (again, a scheduling problem). Software.
NHPTV	Time to learn
NHPTV	It is fairly time consuming to learn the new approaches. For some things, like Power Point presentations, expensive equipment is required, making it a bit cost prohibitive. Our older students have used these new technology possibilities (I'm in a K-12 school).
NHPTV	My lack of expertise. Lack of time. One more thing to do.
NHPTV	Addiction to games
NHPTV	School board hesitation, lack of computer lab, changes in computer instructor

<b>PBS Station</b>	<b>16. Concerns and challenges in adding technology to an instructional program</b>
WDCQ	My challenges have been finding the appropriate types of activities for my grade level. I am most concerned about getting my students access to computers more often.
WDCQ	That it is up and running when I need it.
WDCQ	Student access
WDCQ	My students have a limited amount of time in the lab and there are other expectations for them when they do have lab. Limited number of computers with internet access.
WDCQ	A big challenge is getting time for the computer lab.
WDCQ	One major concern is availability of equipment and software. I feel I

PBS Station	16. Concerns and challenges in adding technology to an instructional program
	would need some help to get started.
WDCQ	My concern is that I don't have the knowledge and training required to successfully implement it into my curriculum.
WDCQ	Teaching first grade the biggest challenge I have found is teaching beginning keyboarding skills. I think that if the child can learn the correct position of hands/finger then they will have an easier time following the directions of many programs
WDCQ	Dull drill math testing every day would be poor
WDCQ	Not enough computer personnel to assist in areas of difficulty, computer breakdowns. I am concerned that when a problem arises, it will not be immediately taken care of. Questions will not be answered.
WDCQ	Enough stations for all students to be able to work at one time
WDCQ	Outdated computers, old software, faulty equipment
WDCQ	I need more equipment, more training, and I'm concerned that some of my students will use the equipment in an inappropriate way.
WDCQ	The main challenge is time and associability to the computers.
WDCQ	I feel pretty comfortable with using technology in my instruction. I want my students to experience all aspects of technology.
WDCQ	Knowledge of equipment use (lack of)
WDCQ	Not having time or information to use technology in the classroom, having access to a classroom set of computers or all students having access to computers.
WDCQ	Only having 1 computer. Not feeling completely confident in my technology ability.
WDCQ	My main concern is how to use one computer with a class of 30 students. My intent and goal is to make use of the computer to reinforce mathematical skills.
WDCQ	One major problem I have had is getting the equipment for my student to use. In order for all the students to have access to the equipment there needs to be several available. Another concern is getting software to meet all the children's needs and abilities.
WDCQ	I am concerned about the feasibility of one child working on a different (and more exciting to the others) assignment does not usually work unless the students are self-motivated.
WDCQ	There is not easy access to the equipment. I had a difficult time obtaining the iMac's and have had no success in obtaining a digital camera for our classroom use. One camera in a building of 535 students just isn't enough. Funding is an issue. I had access to a SmartBoard last year at the building I was at, and my students who struggled with fine motor skills found success with the SmartBoard. I don't have the Board or the funding this year.
WDCQ	Many students are distracted simply because someone else is on the computer.
WDCQ	No equipment, no time, no assistance (both with teacher questions and to allow us to have time to assist the 28 kids)
WDCQ	I lack the knowledge I need to really implement a good program.
WDCQ	See above
WDCQ	Old computers in my room that is unable to access the internet and use current instructional technologies. Other than that, my comfort level is high enough, that if I had the resources, I would implement technologies

<b>PBS Station</b>	<b>16. Concerns and challenges in adding technology to an instructional program</b>
	use to a much higher degree. The computers (except the one the district provides at my desk) are unable to even use digital cameras.
WDCQ	Workability.
WDCQ	The access of the equipment is the biggest challenge at our school.

<b>PBS Station</b>	<b>16. Concerns and challenges in adding technology to an instructional program</b>
WPSX	Time. And how to add it successfully without losing any of your curriculums.

<b>PBS Station</b>	<b>16. Concerns and challenges in adding technology to an instructional program</b>
WVIZ	Not enough equipment!

<b>PBS Station</b>	<b>16. Concerns and challenges in adding technology to an instructional program</b>
	Location of equipment. Logistics and safety and security of equipment.
	My present concern is the lack of technology in our school at present. I am disappointed that I couldn't immediately use the things I'd learned from professional development and other seminars. However, I am excited that we are presently being wired so we can be technologically ready by the next school year.
	Not enough computers in the classrooms.
	Time to practice trouble shooting
	I think teachers need training in technology in order to use it in the classroom.
	Enough working computers in the classroom and having access to the internet in the classroom.
	Access to computers Follow up for students in next years
	Right now I do not have a classroom!
	Acquiring fully operating technology. Building my skills with a computer beyond word processing.
	Limited access to computers, internet and software
	Time to do it - shared computer lab software resources allocated to do it
	Equipment usage
	None
	I had to bring in my personal computer (with no internet access) to replace the 386 that were in the room. Still don't have a printer.
	Lack of a district scope and sequence and any type of curriculum. No technology support on campus. Limited district resources. No vision from administration or other staff. No software for computers. New classroom computers are not networked. Many computers just sit and collect dust in classrooms.
	My lack of knowledge. Lack of enough comp. In class.
	I do not feel that I have the necessary skills to teach my students at this time.



PBS Station	16. Concerns and challenges in adding technology to an instructional program
	That technology shouldn't drive the lesson. Finding time to do all I want to do. Enough computers to go around.
	What to leave out of the curriculum. I have a hard time getting kids to do the homework assigned. Maybe if they could get on the computer to do their homework" they would do a better job of it."
	Access to the computer lab for whole class instruction. Student access for home assignments is limited
	I feel ignorant. I do not feel that I learn very fast. A challenge is retaining knowledge gained in a workshop since I don't have much follow-up due to lack of computers and internet in the classroom.
	Concerns- Time, the knowledge of my students, and my ability to understand and teach. Challenges- being able to get into our computer lab, time.
	None
	My students have processing deficits. Their skill levels are very low. I don't know if there are tech programs that will close those gaps.
	We need more time in class and for planning...45 minutes is not adequate
	My biggest concern and challenge is knowing that the majority of teachers are not properly trained to use computers and other technology, so children are not given the chance to use technology the way that they should.
	I am challenged by the fact that I have a limited number of computers for my students. It is difficult to make time to explore all the software that is available and also the cost of the different programs and software.
	Do all students have availability? Does the equipment work. Time to teach the students how to use.
	Prep time relevance to curriculum
	Time/My knowledge/Security
	Many teachers have outdated equipment in their classes. Many times the internet connection is down.
	Our school district can't afford it. It can barely pay for teachers!
	Availability
	There has always been a lack of equipment...and competition for what little there is. I had to invest in my own laptop and software to produce and model multimedia presentations, web browsing, desktop publishing, etc. If there IS equipment, training is often deficient. We need both.
	My concerns about adding technology are the readiness of the students and the reliability of the advanced technology.
	There is not enough hardware and inappropriate software.
	My security and comfort levels have grown. It is a challenge to incorporate technology in my tried-and-true plans to update them.
	If all the students owned a graphing calculator, it would be easier for everyone around.
	I feel that the students still need to learn how to spell and use the correct punctuation. Some students are getting away from this important form of communication.
	Maturity level of students limited the learning in this class. I think it was a great challenge for those who are able to learn this way.

PBS Station	16. Concerns and challenges in adding technology to an instructional program
	I haven't had the time to figure out how to infuse it into my curriculum. I need time to work through it before working on it with students.
	I feel I don't have the technology skills I need.

**17. Home computer: Please indicate the computer equipment you use at your home:**

Respondents were asked what computer equipment they had in their home and where they were most likely to work on TeacherLine – at home or school. PC computers exist in the homes of 406 teachers and 97 have Macintosh computers at home. Modems are in 320 homes, composed of 50 56k/90k modems. There were 167 teachers with cable or DSL connections. Printers were accessible to 450 teachers. There was a mean of 1.591 computers in the homes of these respondents.

The place of work for TeacherLine will be at home for 326 respondents and at school for 159 respondents. This seems to indicate that many of the respondents realize the need for professional development and will devote their free time to this accomplishment. (See Table 25.)

**Table 25: Home computer. Please indicate the computer equipment you use at your home**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Home Win 95/98 Computer 1 No 17a	1.190	.737	.093	63	1.000	4.000	516
Home Win 95/98 Computer 2 Yes 17a	1.995	.070	.003	406	1.000	2.000	173
Home Mac 1 No 17b	1.095	.895	.056	253	1.000	11.000	326
Home Mac 2 Yes 17b	1.979	.143	.015	97	1.000	2.000	482
Home Modem 1 No 17c	1.025	.156	.017	81	1.000	2.000	498
Home Modem 2 Yes 17c	1.997	.056	.003	320	1.000	2.000	259
Home 56k/90k No 17c2	1.015	.121	.007	272	1.000	2.000	307
Home 56k/90k Yes 17c2	1.920	.274	.039	50	1.000	2.000	529
Home Cable/DSL No 17d	1.000	0.000	0.000	220	1.000	1.000	359
Home Cable/DSL yes 17d	1.982	.133	.010	167	1.000	2.000	412
Home Printer no 17e	1.038	.196	.038	26	1.000	2.000	553
Home Printer Yes 17e	1.989	.105	.005	450	1.000	2.000	129
Computes at home 17f	1.591	.919	.041	492	0.000	6.000	87
Work 1home 17g	1.028	.164	.009	326	1.000	2.000	253
Work 2 school 17g	1.975	.157	.012	159	1.000	2.000	420

## **1b Teachers Post Evaluation Survey**

After spending the day being introduced to the concepts and components of TeacherLine, the teachers were asked to complete a five question post evaluation survey.

### **Teacher Post Evaluation Survey**

#### **1. How is PBS TeacherLine providing effective strategies and resources to improve teaching and learning practices in your classroom?**

Respondents were asked how they thought TeacherLine would provide effective strategies and resources to improve teaching and learning practices in their classrooms. The most prevalent response given to this question was that TeacherLine was helpful with regard to making new or additional resources and information available to teachers. The ability to access more, whether “more” was ideas, resources, technology options, Web links and Web sites, or information was praised again and again, accounting for nearly two-thirds of the responses. Other aspects of TeacherLine that respondents frequently said were useful included the possibility of networking with other teachers who were “in the same boat,” an increased comfort level with technology through exposure, and the availability of professional development online.

Only four of the 400 respondents said they did not think TeacherLine was helpful; two of these qualified their negative response by adding, “But it’s got potential.”

In addition to the benefits mentioned by most, several instructors said the program had helped them by teaching them more about a particular software application (e.g., WebQuests or spreadsheets), or by showing them how to implement technology in their classrooms. (See Table 26.)

**Table 26: How is TeacherLine providing effective strategies and resources to improve teaching and learning practices in your classroom**

<b>PBS Station</b>	<b>1. TeacherLine providing strategies resources</b>
IPBS	I will be able to discuss problems with other educators for a possible solution that is workable. The resources available to me are innumerable.

<b>PBS Station</b>	<b>1. TeacherLine providing strategies resources</b>
IPTV	We talked about several links that should have new ideas to use in my classroom.
IPTV	Many links have been given to help up with new ideas and ways to teach students. At the same time we will learn to be more comfortable with the computer.
IPTV	I'm hoping to get lots of experience using the current technology to enhance my competency in teaching math. Hopefully my comfort level with the technology will help me be more comfortable teaching using technology with my students.
IPTV	Through the use of computers we are going to be in touch with people around the state and nation to share ideas
IPTV	It's giving me the opportunity to use technology to gain access to human and material resources that should benefit my classroom instruction.
IPTV	It will give me as resources and learn strategies from.
IPTV	The TeacherLine course will give me ideas in how incorporate technology in the classroom. My professional development can be helped by being able to tap into information from other teachers in the nation
IPTV	PBS is on the cutting edge of technology, and they are giving teachers a new way of learning.
IPTV	It has many internet resources to help me, if I learn them.
IPTV	The one-on-one training today was very helpful with the instructors helping us with every step and the use of each of us having a computer. It was also nice to know that there are other people who are in the same boat that I am.
IPTV	I will use many of the ideas and only time will tell as to how much things will change, but I am sure they will change.
IPTV	I am not real sure yet at this point.
IPTV	It has good Weblinks and teacher resources.
IPTV	Good web links and teacher resources
IPTV	I think there will be a lot of resources given on line to assist with my benchmarks.
IPTV	By providing staff development on-line
IPTV	It has possibilities
IPTV	It gives so many useful ideas that include internet links, actual teacher taught lessons, and lots of other resources.
IPTV	Through classroom instruction, brochures, websites
IPTV	Makes me more technology smart
IPTV	Additional resources to enrich me classroom

<b>PBS Station</b>	<b>1. TeacherLine providing strategies resources</b>
KAET	It gave me a great web site to locate software connected to the standards.
KAET	Directions to the sources of information online.
KAET	This was a great way to accomplish a task of learning about WebQuests! Easy to follow after a moderate learning curve. No technical problems after I got the hang of things
KAET	Very well. I have learned a lot of new approaches from other students and the Navigator. Ruth has been very helpful in answering a lot of off-the wall questions I have had. Picked up a lot of great ideas!
KAET	Provided ideas for great web sites to be used in the coming school year.
KAET	Gave me some wonderful resources to share with teachers and use on my own.
KAET	The ASSETT classes have been great. The resources on the WEB page have been very helpful also.
KAET	The suggestions I received from my navigator and fellow classmates were good as far as it went. The problems of not being able to see the videos or download class examples or fellow classmates projects is not good. That needs to be fixed or people are not going to get what they can from it.
KAET	I've learned many new ways to apply spreadsheets into the classroom. Both from the facilitator and from other students. I've also had time and support in developing my own ideas and projects.
KAET	It has provided me with more insight to the uses of technology in the classroom.
KAET	Anything and everything that can be provided utilizing the computer will help me. Working at my own pace, at my own computer makes the process so much more accessible than a classroom.
KAET	I have gained a lot of skill and control of my computer. I can use the spreadsheet and grade sheet now.
KAET	I was giving several good ideas on how to use computers in the classroom. I also was able to hear what other students had to say.
KAET	They are drawing from many resources & professionals with years of practice & experience and then making that information available to us, the online student.
KAET	They had a variety of instructors, software, and online services for the class I took. I now have information and practice for software that can be used in my classroom.
KAET	I think you are on the right track but time and experience will help perfect the product.
KAET	The TeacherLine class showed me some websites I had not seen before that I could use in teaching math.
KAET	The training and materials provided via the readings, Walkthroughs, discussion boards all will be helpful to improve my teaching, and my students' learning in the classroom
KAET	PBS TeacherLine IS providing effective strategies and resources by providing me the opportunity to communicate with other teachers across the state and giving me samples of websites ... all to gain more

PBS Station	1. TeacherLine providing strategies resources
	ideas/resources/etc. to improve my teaching and learning practices in my classroom.
KAET	The web site is a great resource for me. I have used several things from the site. The ASSETT classes are also a great way to share ideas with other teachers.
KAET	By providing websites and resources as links that are related to the learning.
KAET	They have given me a lot of information that and ideas that I have never thought of before, which I greatly appreciate.
KAET	I found that this is a very flexible, yet a very effective way to use technology to help me learn how to teach my students content and technology simultaneously.
KAET	Realization that there are other educators out there and that they are easily contacted on various subjects.
KAET	It is helping to keep teachers current on the ever-changing world of technology.
KAET	The class I tool was very beneficial to finding web resources for improving my math instruction.
KAET	This course, "Web Page Development" will help me prepare a library web page that will be part of the school-wide web page. Through this web page I can communicate to the students and their parents my schedules, lesson requirements, etc. I also hope to have the students prepare their own web page as part of their lesson on Newberry award winning books."
KAET	They really only offered one solution, the centers. However this is an effective solution. One that many of us seem to let go of when we get to the higher grades. This has given me so much to look at in the center area. It has inspired me.
KAET	I have become more confident with the use of powerpoint and will adjust what I put into presentations. I Love Inspiration and will definitely use this in my classroom
KAET	The online course allowed me to visit new sites and learn new ways to incorporate technology in my math lessons.
KAET	TeacherLine is providing new and innovating ways to incorporate technology in our everyday teaching. It offers information on software and links to exciting websites.
KAET	Good examples of how the Webquest resource can be used have been very helpful.
KAET	Wonderful contacts and interested people. Great ideas and experiences shared among teachers. Sound teaching principles and effective methods share among the teachers and students.
KAET	PBS TeacherLine has introduced me to a new program, Inspiration that will assist me in the classroom. I never knew something this wonderful existed. I was also given the opportunity to learn HOW to use the program by doing the lesson plans, which I made for units I will be teaching this fall.
KAET	Helped me learn a new skill that I can use and teach to my students.
KAET	The courses are high quality and have cutting edge content, which is essential for professional development. TeacherLine makes classes accessible to anyone and anyone's schedule. No excuse for no

<b>PBS Station</b>	<b>1. TeacherLine providing strategies resources</b>
	professional development even for rural teachers.
KAET	I liked learning about the intricacies (sp) of Blackboard. I have taken many classes online so I am familiar with what I believe is a good facilitator and a great one!
KAET	Learn/Practice Technology for use in the classroom, assigned practical professional readings
KAET	I have learned more effective ways to use technology in my classroom. I have also seen some great projects from other teachers that I can adapt.
KAET	I learned some new techniques and ideas from the module like Timelines.
KAET	It gave me LOTS of practice in the product I will and am using to facilitative teach training in Arizona

<b>PBS Station</b>	<b>1. TeacherLine providing strategies resources</b>
KCET	By providing up-to-date and pertinent courses for teachers in an easy-to-access mode of presentation
KCET	Provide lists of interactive lessons for teaching math on Mathline
KCET	Yes. Although I'm not in the classroom anymore, I will be able to use this as professional Development with teachers in my district.
KCET	It isn't
KCET	Not at this time.
KCET	Yes
KCET	It provides a method for putting technology in the form of the computer and the internet into my high school classroom.
KCET	The TeacherLine modules would allow the individual teacher to focus on those areas of perceived greatest need or interest (individuality). It is structured with some flaws but a great resource and definitely better than Connected University and their program.
KCET	By providing opportunities (classes) for teachers to expand their knowledge about technology and how to use it in the classroom.
KCET	This was a great and very informative session. Yes I do believe that this will help me to become a better-informed and more effective teacher.
KCET	I feel that I was on my way; I wish we could have gotten into the modules.
KCET	I feel I am learning about areas where, with time, one can log on and learn about improving teaching and learning.
KCET	There are a number of learning modules that individuals could use to improve their knowledge base and provide support for the instructional program.
KCET	Just by being there.
KCET	Their certificates program provides a structured and systematic approach to professional development of computers in the classroom
KCET	Provides information on how to assess and build your skills in computer technology.
KCET	TeacherLine will be helping me improve and expand my technology and math skills so that I can become a better teacher.
KCET	It has provided many great possible modules to help me as a teacher to



<b>PBS Station</b>	<b>1. TeacherLine providing strategies resources</b>
	improve my skills.
KCET	The information I have received today was helpful in some ways. But it was too much information to internalize and apply all at once.
KCET	It has provided me with interesting information about what is TeacherLine and how I can use it.
KCET	It made me aware of the different resources available to all teachers. There is a lot to learn.
KCET	By providing resource links and workshop presenters relevant to technology and the classroom.
KCET	Yes. The strategies presented today will help me bring technology into the classroom.
KCET	Yes, I very happy to see that techno difficulties happen everywhere.
KCET	Informative, but not useful at this point. It seemed like an advertisement for a future program, that an individual teacher would not necessarily have access to unless a district buys into the program. It would seem more logical to approach the district first, and then invite teachers to this program as most of the usefulness of TeacherLine is in the modules.
KCET	TeacherLine is providing a way for teachers to improve their skills without having to drive to a formal class setting. For teachers with long day schedules, this is a way for them to advance skills at a schedule and pace that fits their needs.

<b>PBS Station</b>	<b>1. TeacherLine providing strategies resources</b>
KCPT	It's creating an opportunity to specialize in areas that will benefit me as a teacher, as well as creating a better learning environment for my students.
KCPT	This site gives many ideas and training possibilities to staff. In my building, last year teachers finally got computer access in their rooms and this will be helpful in training.
KCPT	Awareness to possibilities
KCPT	Wonderful opportunities to incorporate technology and media into the classroom. There were so many valuable resources, links, and lesson plans that are ready to use. I have been very impressed with TeacherLine, and I feel I will definitely utilize many of the ideas.
KCPT	It's opening teachers to a vast world of knowledge. It helps me feel that I'm not trying to re-create the wheel.
KCPT	They are introducing me to resources and providing technical support to enhance classroom lessons.
KCPT	This overview has given me suggestions regarding what type of technology I would like to be more proficient in and use in my classroom.
KCPT	Giving me the ability to learn new (to me) technology uses.
KCPT	TeacherLine is introducing teachers to new methods of implementing technology in the classroom. It covers a vast subject matter.
KCPT	It can help teachers utilize the computers for more than just enrichment activities in the back of the classroom.
KCPT	TeacherLine guides teachers through the use of different technologies useful in the classroom.

<b>PBS Station</b>	<b>1. TeacherLine providing strategies resources</b>
KCPT	Giving me links to web sites of organized educational materials
KCPT	Providing resources in technology linked to different grade levels and subject areas.
KCPT	Curriculum relevant training in the specific area of teaching assignment
KCPT	Providing a quick, friendly place for us to log-on" and have MANY resources at our fingertips."
KCPT	TeacherLine makes it possible to implement many useful ideas of incorporating the computer in the classroom. It makes it possible to gain this information online which will be more convenient to use.
KCPT	I like the links that are provided, especially the one I just learned about on graphic organizers.
KCPT	TeacherLine is providing affordable professional development to educators in the form of online courses.
KCPT	It is making instructional materials readily available to us.
KCPT	PBS TeacherLine is providing us with strategies by showing us various ways we can help students learn and stay interested in learning
KCPT	As a teacher, it will assist me to feel more comfortable with using computer technology in my classroom.
KCPT	TeacherLine gave me some ideas; suggestions and guidance in helping me provide a more engaged learning in the classroom.
KCPT	I feel it will increase my willingness to use the resources available to me.
KCPT	By integrating the learning with the technology.
KCPT	By giving information and recourse available
KCPT	They are providing opportunities for teachers to gain access to the advances of technology. By providing these on-line modules, teachers can participate on their on time and level.
KCPT	Classes will be available to me to take at home. I can share this opportunity with other teachers I know.
KCPT	Developing an awareness of programs that are available for all staff members to help them become familiar with the application of technology into their classroom.
KCPT	It is providing us opportunities to better know how to help our students. It is also providing links to websites that are useful.
KCPT	PBS is providing clear and concise means of helping teachers improve their teaching and learning practices in the classroom. Modules that I have seen offered are ones that can benefit teachers.
KCPT	Teaches educators how to implement technology-using websites. It is also used as a supplement to the teacher while teaching instead of the computer teaching the students. There are also lesson plans to implement according to grade levels and curricular areas.
KCPT	Providing additional resources
KCPT	PBS TeacherLine training has opened my eyes to a resource that is available to me.

<b>PBS Station</b>	<b>1. TeacherLine providing strategies resources</b>
KCTS	The activities are hands on" and get students to use higher level thinking

<b>PBS Station</b>	<b>1. TeacherLine providing strategies resources</b>
	skills. I see kids getting to write during the math models which should help with WASL preparation "
KCTS	I have not used it This was an introduction
KCTS	I think that it will give me a greater range of activities to do with students and extra student support.
KCTS	I live in a rural area and professional development opportunities are rarely provided without travel time and expenses. The opportunity to complete professional development in technology and math from home or at school are very exciting to me.
KCTS	To broaden the range of technology related courses -
KCTS	Staff development courses are rare for the area in which I live. These courses will offer me the opportunity to work from home and at my pace.
KCTS	I will know more after I complete a module
KCTS	Providing an easy way for me to get teacher training in an area out of my expertise.
KCTS	It provides resources for teaching math using technology and on line support.
KCTS	All of the lessons are related to NCTM standards, which provides more authentic, genuine learning opportunities for students. The effective strategies in the lessons/modules are powerful based on their multiple representations, extensive depth of a concept, and assessment included in each.
KCTS	Offering a wide variety of teacher development classes through the use of technology.
KCTS	TeacherLine is a new resource that I was previously unaware of.
KCTS	They are making the information available and offering it in a number of different ways. (Video info, written info, cd's if necessary)

<b>PBS Station</b>	<b>1. TeacherLine providing strategies resources</b>
KCWC	They are providing opportunities for teachers to take courses to help enhance the skills taught in the classroom.
KCWC	There are many great materials that I can take back and use in the classroom. It is very worthwhile.
KCWC	TeacherLine was loaded with resources I can use with my students in all subject areas. It was also a good source of info for me to increase my skills through course offerings.
KCWC	I really enjoyed exploring all the wonderful sites out their for educators.
KCWC	PBS TeacherLine offers a multitude of opportunities that are available for me to access at home as well as at school and upgrade my classroom techniques in a user-friendly environment.
KCWC	There is a lot of good information on this program. Knowing some of these web sites will be helpful.
KCWC	It provides a variety of best practices and connections to other sites
KCWC	A place to find good information and activities.
KCWC	It has allowed me to access information, which will help me to improve my teaching, especially in the area of technology.

<b>PBS Station</b>	<b>1. TeacherLine providing strategies resources</b>
KCWC	I am particularly excited about web quests. A new, fun way to teach.
KCWC	By showing me new and countless ways to incorporate some technology into my classroom. Also, it is helping me to see ways in which I can help my students and those students helping themselves.
KCWC	Provided on hands training for resource websites
KCWC	I now have a wealth of resources to utilize within the classroom, especially the Webquest material.
KCWC	It has provided me with information on how to use technology with my students in the classroom.
KCWC	This has provided me with more math and computer science resources for my classroom and some great ideas, along with a way to expand my current knowledge base at relatively my own rate.
KCWC	Sample Webquests Training
KCWC	The use of the web allows us to take classes that would not be offered in our area.
KCWC	It uses PBS materials which can be watched on TV at home
KCWC	Has wonderful resources such as lesson plans, classes, information to aid students and to help us grow in our teaching abilities
KCWC	They have a host of classes to take at your own convenience and they seem to be a very high quality.
KCWC	I will access the modules that are public domain to use in my classroom.
KCWC	It will give me another resource to access information to prepare materials for my class.
KCWC	It gave me an introduction on how to use TeacherLine
KCWC	I won't know until we have had some time to use it.
KCWC	Continue to learn

<b>PBS Station</b>	<b>1. TeacherLine providing strategies resources</b>
KLRN	Availability and attitude=excellent
KLRN	Targeted areas are addressed with appropriate modules to enhance and improve existing skills.
KLRN	I haven't used your services yet, but look forward to using them soon.
KLRN	It is a great resource for teachers to get additional resources in their subject areas.
KLRN	Any new resource will help improve teaching, just keeping the students awareness of something new.
KLRN	Professional development over the net
KLRN	It has helped me gain access to resources that I was not aware about before today.
KLRN	Allows various opportunities to gain new knowledge
KLRN	Without accessing RealTime, it's difficult to get a sense of what is actually available.
KLRN	I have not yet had the opportunity to utilize the resources. I am, however, impressed with what is available.
KLRN	Increasing my knowledge level of technology based instruction
KLRN	I foresee a wealth of information available to educators on this website!
KLRN	I believe that it is a great opportunity for us to have professional

PBS Station	1. TeacherLine providing strategies resources
	development at home. I think that there are still things that they have to work on. I felt that the training we received today was not very clear and would like to learn more.
KLRN	I have the opportunity to take these modules on line at my convenience.
KLRN	By providing a different perspective on how to teach students.
KLRN	It offers more resources to choose from.
KLRN	The program will greatly enhance my teacher effectiveness.
KLRN	TeacherLine provides links to other resources, such as NCTM. It also provides modules for self-professional development.
KLRN	By providing a variety of topic available to the teacher for professional development/classroom enhancement, teacher/student learning activities, etc.
KLRN	They are making it extremely easy to do more professional development in areas that we feel we need more help in.
KLRN	TeacherLine allows for a complete system of instruction in technology instruction.
KLRN	TeacherLine offers several models to help me understand how to use technology and how to evaluate my lessons.
KLRN	TeacherLine offers the teacher choices in inservice that are relevant to each individual teacher. It also facilitates the picking of an individual plan and record keeping involved.
KLRN	I think it is great to have this information to rely on to prepare for the next coming year.
KLRN	It is doing this by providing the training.
KLRN	Allowing for dialogue with other peers, providing for self study for professional growth and helping with links to good math and technology sites
KLRN	Provides great information links and resources so that teachers can expand their knowledge and computer skills
KLRN	PBS TeacherLine helps me set my targets for needed training and then offers modules for me to take at my convenience.
KLRN	By providing courses PBS is making it possible for me to improve.
KLRN	TeacherLine has tons of resources and links. It is a window to new adventure!!!
KLRN	I learned how to access a new tool for my professional development. Learning through TeacherLine seems to be easy and with no pressure.
KLRN	Effective strategies and resources will be great when I get on-line in my classroom.
KLRN	Through Mathline, links to other sites, ability to communicate with other teachers about specific topics
KLRN	TeacherLine is providing educators with the updates in the technology area. I think that this is very necessary in the classroom because it is very essential that educators be aware of the new tools. If an educator is aware of new strategies and/or techniques, then he/she will be able to be an exceptional instructor.
KLRN	It lets me know where I need to get started. That helps me know how far I still have to go. Nice I feel comfortable with this I can then effectively implement it into the classroom. I know if I have questions or am unsure or something, there will help available to me.

<b>PBS Station</b>	<b>1. TeacherLine providing strategies resources</b>
KLRN	The different activities that can be done with the students and the opportunity to enable us to communicate with other teachers are wonderful.
KLRN	N/A - Profession School Secretary
KLRN	It is providing many modules on different topics that can be done for professional development.
KLRN	By presenting us with opportunities to access the latest in methodology.
KLRN	By providing modules to help us learn more about technology in the classroom.
KLRN	As of now it is not. But, it has great possibilities. The program appears promising.
KLRN	By providing professional training that can be easily taken.
KLRN	It provides various avenues to help the teacher know that she is not alone. It provides several places to share thoughts and feedback.
KLRN	It provides many different avenues to explore. It gives examples or videos to give you a more hands on information.
KLRN	It provides us with lessons plan and activities to do with our students. It also provides us with ideas and resources of things that can be used in our classroom. Modeling is also provided of how a lesson can be taught.
KLRN	It provides teachers with the resources the teachers need in the classroom. It also provides teachers for opportunities of training to better prepare us for presenting the lessons. And the opportunity to share and get other information from other professionals.
KLRN	Through modules online
KLRN	This helps teachers to improve professionally and also it keeps them up dated with technology
KLRN	By helping us to use the computer in the classroom
KLRN	I am just starting with this but I feel that this will be very effective in the classroom.
KLRN	It will provide up to date information necessary for student success in our ever-changing technological society.
KRLN	The PBS has given me the opportunity to rate my teaching and learning practices. It has provided me with the opportunity to improve my teaching and learning practices through modules.
KRLN	After completing some of the modules, I will feel comfortable teaching with technology.

<b>PBS Station</b>	<b>1. TeacherLine providing strategies resources</b>
KRMA	I am looking forward to communicating with other teachers about teaching strategies and techniques. I am also hoping to learn more about integrating technology in my classroom in a more effective way.
KRMA	It provides opportunities to update skills for instruction in the classroom
KRMA	Some great ideas. I am still processing.
KRMA	I haven't had an opportunity to implement anything from PBS TeacherLine.
KRMA	They have done all of the legwork in finding educational web sites that

<b>PBS Station</b>	<b>1. TeacherLine providing strategies resources</b>
	are appropriate to different grade levels. The collection of module material should help our school district with some of the latest issues in educating students with the latest math and technology skills they need for the future.
KRMA	By providing online courses that relate directly to my teaching. By allowing me to enrich my classrooms with additional courses that I can take online instead of traveling distances-which is important from our area of the state. I can also provide the opportunity for others in my district to have these experiences available to them.

<b>PBS Station</b>	<b>1. TeacherLine providing strategies resources</b>
LPB	This is another wonderful resource for me. It will be helpful for me to use as a teacher committed to being a life-long learner to explore how I can increase my understanding of best practices. It also provides me with a wealth of resources that I can look to for help in finding new ways and new activities to do with our students.
LPB	Rich resource across the curriculum sample model lesson plans Keeping me abreast of the latest uses of technology to enhance learning
LPB	-New applications for computers in the classroom -more URL's and other sources!! -Finally a tutorial for using WebQuest -opportunities for professional development
LPB	This site can give teachers the very newest ideas and plans to integrate technology in the classroom.
LPB	It gives us more ways to integrate technology in the classroom and new ways to improve our teaching
LPB	TeacherLine provides state of the art technology training and information to the classroom. Modules offer professional development to staff in our rural, isolated parish in LA.
LPB	The online discussion boards, chat, etc. allow teachers around the world discuss teaching strategies.
LPB	It is new to me, but I feel that I will be able to plan more effective lesson plans and implement them after entering various sites and making use of the modules.
LPB	Collecting a wealth of information at one site freeing teachers from the time-consuming search-engines.
LPB	The modules will help with my computer skills and be able to successful teach my students
LPB	It helps me organize, create different approaches to alternate methods to teach. It also meets the NCTM standards.
LPB	This is a wonderful way to get training without having to travel to workshops. It could be done from school or home.
LPB	The modules will offer professional development for me to be a more effective teacher. Resources allow for a network of communication and understanding of using the one computer classroom. Using Tapped In allows a great opportunity to share ideas and problems with other teachers.
LPB	They are providing on line courses for teachers to better themselves, they are also providing web connections to good solid sites.
LPB	I will be able to discuss problems with other educators for a possible solution that is workable. The resources available to me are innumerable.
LPB	The process has not begun yet.
LPB	The teaching modules offer professional development for teachers and enable teachers to use them on their own time after school or at home.
LPB	By providing professional development to facilitate better use of technology
LPB	The professional development will help provide resources and materials to improve my teaching skills. The discussion board and chat room will help with my contacts to other educators. I will also be able to improve



<b>PBS Station</b>	<b>1. TeacherLine providing strategies resources</b>
	my computer skills.
LPB	The modules would allow for professional development and teacher training.
LPB	After learning how to use this it will be both fun and beneficial.
LPB	...By providing professional development, resources, and strategies to teachers.
LPB	This gives the teachers another very valuable source of information to use in lessons and a way to get technical training with possible college credit for it.
LPB	Excellent resources including lesson plans and tutorials
LPB	This workshop provided a way for DEEP Math Leaders to incorporate this information to teachers in our Staff Development.

<b>PBS Station</b>	<b>1. TeacherLine providing strategies resources</b>
METV	This is a good tool for teachers to use as a self-assessment.

<b>PBS Station</b>	<b>1. TeacherLine providing strategies resources</b>
MPT	Just knowing that these resources are available is extremely valuable. Having a chance to experience different websites and navigate them will encourage me to return to them in greater depth.
MPT	PBS TeacherLine is providing a means of learning and staff development that is much easier to access for all of us.
MPT	Resources to integrate with current curriculum
MPT	Flexible, convenient access to content information for motivated learners
MPT	PBS is making available some wonderful resources and sites that will benefit me in the classroom.
MPT	PBS TeacherLine is providing effective strategies and resources to my classroom by making it easy for a novice interneter to be able to find and use quality lesson plans that will meet the student's needs.
MPT	PBS is providing a lot of additional resources and technological support that I was not aware that it was available
MPT	Several new sites containing a wealth of information both for teachers and students. There are several lessons that I want to use in the very near future. I love the idea of continued training being so available.
MPT	I received a lot of information for me to digest. I need time to fool" with all I did today. I know a few things I can show the teachers in my building on Monday."
MPT	Lots of practical websites with problems that can be used in the classroom.
MPT	TeacherLine is enabling teachers to expand their ability to access a variety of resources and learning practices with the on-line classes in which they offer. This will allow teachers to implement technology in an effective manner.
MPT	Their web page has an abundance of resources to use in the

PBS Station	1. TeacherLine providing strategies resources
	classroom.
MPT	The teaching resources and lesson plans are nearly endless and once you have familiarity with this program would likely be a big time saver. Also, the opportunities for interaction with other professionals would be a great resource.
MPT	The information that has been provided will enhance my overall presentation.
MPT	PBS TeacherLine is providing effective strategies and resources to improve teaching and learning practices in my classroom by showing me how to find the resources and providing me with links to achieve that goal.
MPT	It open doors and gave me a vast amount of resources.
MPT	It is still a potential. I am looking forward to learning more!
MPT	The TeacherLine provides opportunities for teachers to explore internets resources that are well organized and focused on the needs of the specific community I teach.
MPT	PBS TeacherLine will be effective in my classroom by allowing me the opportunity to become more aware of the resources available on the web.
MPT	It is a great program; it provides all the recourses in a fashion that make searching easy.
MPT	There are many lessons that I will access for use with students. I will take advantage of the opportunity to converse with other teachers and the many ways in which I can grow in my understanding and use of the computer as a learning tool.
MPT	I think PBS has done an exceptional job in providing strategies and resources to improve teaching and learning in the classroom.
MPT	PBS for me, I believe will help me firm up" on the background knowledge and answering at least some of the "why" questions that I have regarding putting it "all" together. The resources are wonderful!"
MPT	The PBS TeacherLine provides an excellent source of new ideas for teaching strategies for all grade levels. I am the math resource teacher for my school and I am often looking for new ways for presenting lessons to teachers and student. It can also give any teacher an opportunity to take courses at their own pace and time.
MPT	PBS TeacherLine is providing a quick and efficient means of assessing information that can be used in my classroom.
MPT	Because I am new to TeacherLine, I have not had the opportunity to apply this new resource in the classroom. I can foresee many ways that TeacherLine strategies and resources can be a useful tool in the classroom with the proper hardware and software.
MPT	PBS TeacherLine has provided a wealth of information and motivated me to make use of all available technology.
MPT	We must integrate technology in our learning outcomes
MPT	Tapped In provides teachers the opportunity to share ideas. There are wonderful lessons and resources offered by TeacherLine.
MPT	Improving technology knowledge, introduced the wealth of MPT operations, and other internet resources.
MPT	The online courses give me a systematic way to learn how to use the internet.

<b>PBS Station</b>	<b>1. TeacherLine providing strategies resources</b>
NHPTV	New information in chat rooms plus feature articles will enhance my teaching.
NHPTV	I have just begun so as yet the effectiveness and resources are unknown.
NHPTV	I am not sure yet
NHPTV	By availing to me the opportunity to learn some new techniques.
NHPTV	Offering flexible training options for educators.
NHPTV	It is allowing me to take modules to improve my knowledge and teaching with technology.
NHPTV	This is allowing people to work on improving themselves at their own pace and to gain further education at home.
NHPTV	Have not used it yet.
NHPTV	It looks like a great resource for the future. I will enjoy taking the courses at my leisure.
NHPTV	n/a at the moment
NHPTV	A wonderful way to access many resources at one time. It does encourage lifelong learning because one is exposed to numerous expressions of technology.
NHPTV	I am not sure yet.
NHPTV	I haven't used it yet.
NHPTV	It provides a way for teachers to further their education without traveling long distances in the north country.
NHPTV	Haven't tried yet, just first intro day
NHPTV	I am not sure but I do have a lot of good ideas.
NHPTV	It hasn't yet, but I plan to use it in the future.
NHPTV	The training, facilitators, and notebook of info
NHPTV	I will need to do some more exploring but it looks good so far
NHPTV	Good overview of the TeacherLine
NHPTV	It is giving me more resources to use as a new teacher. This is only my second year teaching and I am constantly looking for ways to improve.
NHPTV	The PBS TeacherLine is providing me with the resources I need in order to increase the quality and amount of technology in my classroom. This will in turn improve my teaching and learning practices.
NHPTV	I'm not sure yet
NHPTV	I have not used it yet, however I plan on introducing fellow teachers this site and the courses.
NHPTV	I gained confidence to try new things, resources to find what I needed, and was able to practice and apply what I had learned
NHPTV	I will come here to get lesson plans, and to take courses on using technology.
NHPTV	Providing resources that I was not aware were available. Plus a resource person that I can turn to is a great asset.
NHPTV	At this point I have just experienced my first training and orientation today. Having links to lots of resources is fabulous.
NHPTV	Convenient Variety of offerings
NHPTV	TeacherLine has shown me the many ways to increase my knowledge in the field of technology.
NHPTV	By introducing me to what looks to be a very, very helpful resource!

<b>PBS Station</b>	<b>1. TeacherLine providing strategies resources</b>
NHPTV	Giving new word problems to try Being able to learn how to go to a chat room
NHPTV	By providing opportunities for using technology in the classroom to aid in instruction and staff development for the teacher
NHPTV	Haven't tried it

<b>PBS Station</b>	<b>1. TeacherLine providing strategies resources</b>
WDCQ	It enables teachers to explore and have actual experiences on-line as they learn.
WDCQ	It will provide more opportunities for the students. It will encourage the students to become more familiar with technology, especially in my area of special education.
WDCQ	My students will have an opportunity to learn how the computer works with mathematics and the internet
WDCQ	I haven't started to do the modules.
WDCQ	It has potential.
WDCQ	The kits will help pull everything together.
WDCQ	The strategies and resources are right there, it gives an educator an opportunity to be at ease without feeling incompetent learning on a computer
WDCQ	Access to other teachers in the same content area that I can talk to and see what they are doing in the classroom
WDCQ	It will provide safe online usage for student to not be frustrated when they have assignment on the computer.
WDCQ	They have given me a tool to evaluate where I am in my comfort area with technology and then have suggested the possible modules, books, and courses to take.
WDCQ	It is helping me to understand more about moving around in websites.
WDCQ	I believe that PBS TeacherLine is effective because they are providing teacher with web sites that are teacher based. I have used the sites a variety of times this week. I feel by using the modules I will learn to use technology in my classroom so I can be up to date.
WDCQ	Too new to properly evaluate
WDCQ	I will be able to complete the WebQuest and learn how to guide my students to knowledge using the internet.
WDCQ	TeacherLine will provide new strategies in using the computer to provide information to students. I also welcome the opportunity to enrich my own life in the use of computers.
WDCQ	We haven't hit any modules for me to improve my teaching
WDCQ	I am getting more familiar with the working of the internet and moving about it.
WDCQ	We will be able to choose modules to fit our needs.
WDCQ	I am learning how to use WebQuests to enhance my instruction in the curriculum at my grade level.
WDCQ	It allows me to reflect and think about what I do in the classroom.
WDCQ	I hope to be able to find more information on teaching math to my special needs students.

<b>PBS Station</b>	<b>1. TeacherLine providing strategies resources</b>
WDCQ	I can see potential for gaining competencies via TeacherLine both for teachers and students.
WDCQ	By giving me the tools to incorporate technology as an effective tool to involve students in their own learning
WDCQ	I have not used it. I went to one meeting and had to drop.
WDCQ	It is providing me with the knowledge to use more technology in my classroom for learning.
WDCQ	Yes it has a lot to offer to us. Just becoming familiar with all of the things available and also being able to share with other educators will be wonderful

<b>PBS Station</b>	<b>1. TeacherLine providing strategies resources</b>
WVIZ	Educating us about the possibilities
WVIZ	The overview of TeacherLine resources was very motivating. Websites relating to teaching (lesson plans, sites, evaluations, etc.) and learning (PD articles) were very helpful
WVIZ	New ideas for online learning of technology usage
WVIZ	The use of a classroom type atmosphere giving credit for the information we are receiving in much appreciated. It is good that we are receiving info from one site for so much.
WVIZ	The resources that are available to me would improve my classroom.
WVIZ	It has given me a better understanding of how to use my computer and the various resources to teach my students.
WVIZ	The PBS TeacherLine will make me feel more comfortable at using technology and confident that I can find some help.
WVIZ	PBS TeacherLine is providing myself as an educator with ways to integrate more creative uses of technology into my classroom.
WVIZ	I saw today that there are many wonderful sites, which will provide me with new ideas for my lessons.
WVIZ	Anything I learn to help me get to resource online or to connect to sites on the internet is an improvement of my teaching strategies and resources.
WVIZ	The information and resources through TeacherLine are extremely useful in revising my classroom website and activities in the classroom. The courses offered look very valuable.
WVIZ	Comfort level has gone up as I see others in the same boat as me. New ideas I didn't know about.
WVIZ	Made me aware of many more options.
WVIZ	It made me aware of on line learning
WVIZ	Lots of good info
WVIZ	Access of info. Regarding how to take on-line courses for professional development.
WVIZ	It offers a variety of technological resources.
WVIZ	MORE SOURCES OF INFORMATION
WVIZ	It is linking us with the future and introducing new concepts for us to use in the classroom and let us see what the future will bring as a student ourselves

<b>PBS Station</b>	<b>1. TeacherLine providing strategies resources</b>
WVIZ	PBS TeacherLine can offer opportunities for using many varied resources conveniently available at our fingertips.
WVIZ	I don't have enough information to give a fair assessment but hopefully the collaboration will give me new strategies to use in my one computer special education classroom.
WVIZ	By introducing me to the PBS TeacherLine system. It also is an alternative way to take courses to improve my technology and classroom instruction.
WVIZ	Have not completed the whole course, as of yet.

**2. How do you feel that PBS TeacherLine professional development and materials will support your instructional program?**

Respondents were asked how TeacherLine's professional development and materials would support their instructional programs. The answers given to this question were very similar to those given to the previous question about TeacherLine providing effective strategies and resources. Respondents again most often named the increased availability of resources, especially via the Web, as that which would support their professional development and instructional programs.

However, a number of respondents also expressed some reservations when it came to evaluating the application of TeacherLine. Several wanted to "wait and see" until they had taken the modules, or expected that the modules would help, but doubted that they had the necessary time. Others pointed out that the program "needs some polishing." Said one, "Courses that are offered sound like ones that I could definitely use. However, when school is in session, I can't spend this kind of time searching for what I need or trying to get it downloaded. It seems that I spent a great deal of time looking for what I was supposed to do. When all of these kinks are worked out, this should be an excellent alternative for those of us who can't get to college classrooms because of our teaching jobs."

Others were more enthusiastic, but still qualified their responses. One said, “They will help. It would be better if they collaborated with school districts and textbook publishers.” Another worried about on-going access, saying, “The tutorials and websites that were made available were invaluable. I am hoping that they will remain accessible throughout the year so I and my students can use them.”

Nonetheless, the majority of the 400 responses were positive, praising both the TeacherLine materials and their accessibility on-line. (See Table 27.)

**Table 27: TeacherLine support your instructional program**

<b>PBS Station</b>	<b>2. TeacherLine supports your instructional program</b>
IPBS	I will be able to locate sources not available otherwise; our economy in this parish is extremely poor, as is our teacher pay - very little above the state pay due to low tax revenue.

<b>PBS Station</b>	<b>2. TeacherLine supports your instructional program</b>
IPTV	I am looking forward to using the modules and implementing ideas in my instructional program.
IPTV	It will help me to do things and reflect on the effectiveness of the things I do in my math class.
IPTV	I'm hopeful that I will get new ideas to support my math goals and objectives.
IPTV	I'm hoping to gain insight into teaching strategies and the latest info out there to benefit my students
IPTV	It should give me access to information I haven't had in the past.
IPTV	I will learn where to go to get what I need.
IPTV	It will help me to gather recourses and ideas from an almost unlimited number of colleagues
IPTV	I am really not sure at this time, but it does not seem too difficult.
IPTV	If I learn all this material, I will know a whole lot more than I do.
IPTV	I think they will be a great help -- they have showed us lots of ways to search for help and how to get there. They will be very supportive.
IPTV	Very well in time
IPTV	I hope they will connect technology with my math teaching.
IPTV	So far it looks good, but I'd like to get started in a module to get ideas to use in my lessons.
IPTV	Good sources grouped together rather than having to surf the web
IPTV	It will give me ideas and situations to try in my classroom.
IPTV	I hope that it will support our standards and benchmarks and that the modules support increased learning inn the classroom.

<b>PBS Station</b>	<b>2. TeacherLine supports your instructional program</b>
IPTV	If we develop assessments with it, it will support our efforts for our School Improvement Plan
IPTV	I would use it not only for teaching ideas, but also for feedback from other teachers. It's a good resource that you can trust; it's closely linked to NCTM. I would love to obtain continuing education classes this way.
IPTV	I believe they can be very helpful
IPTV	I will definitely go online more now to receive information
IPTV	It will allow me to gain technology knowledge and a comfort zone which will reflect in my teaching

<b>PBS Station</b>	<b>2. TeacherLine supports your instructional program</b>
KAET	I found a wealth of new programs to use in my class.
KAET	It was an opportunity to network with other teachers to create resources for our classrooms. Also, it structured (read forced) us to maintain focus and complete what we started.
KAET	WOW!!! I have already started on two other WebQuest and will be taking this knowledge to a teacher development class in our district!
KAET	This module will be valuable to me in designing spreadsheet exercises for my earth science and geology classes.
KAET	Web sites for research and enrichment activities
KAET	I will be able to use and share information I learned this summer
KAET	They are easy to use and I can incorporate them into my lessons right away
KAET	Courses that are offered sound like ones that I could definitely use. However, when school is in session, I can't spend this kind of time searching for what I need or trying to get it downloaded. Don't give me choices of learner AND student and have me guess which applies to me. It seems that I spent a great deal of time looking for what I was supposed to do. I would find something in the assignments, know I was supposed to read or practice, and was not given actual instruction as to what I should do to complete my part. When all of these kinks are worked out, this should be an excellent alternative for those of us who can't get to college classrooms because of our teaching jobs
KAET	I think it was a good starting off point, but overall the program needs some polishing.
KAET	I don't think that it has.
KAET	TeacherLine provides a link to experts at the university level and to peers who give great advice and insight.
KAET	Once I can use the tech. available, I'm comfortable using it with my class
KAET	It has made me aware of other software programs available for keeping track of grades.
KAET	They have exposed me to an entirely new set of resources that I'll be able to incorporate into my lesson plans. The NCTM standards, articles, & lessons that were shared with us have made me aware that number sense encompasses a lot more than I'd previously thought.
KAET	I was able to use the materials first hand. I have the knowledge to use them. I would get a program and have the students figure it out. Or read the instructions as needed. I had to create a lesson on a computer



PBS Station	2. TeacherLine supports your instructional program
	station. This I will use.
KAET	It will, if I can take modules that I don't have prior information or experience in.
KAET	The unit I compiled for the final project will be used in the Fall by me and another teacher from the class said she would use parts of it also. So the class is supporting my instructional program.
KAET	Most helpful to me were the various demos I was able to preview, Websites I was informed about which I was able to access.
KAET	I feel it will help my instructional program greatly.
KAET	I feel that they are an additional tool I can use when preparing lessons.
KAET	Well! I think that this poses the teacher with problems that allow them to draw conclusions and make solutions through thought.
KAET	They work well and integrate well into my already existing curriculum.
KAET	At the current time, my school does not own Hyperstudio for use in my classroom. If I am able to purchase it, I believe I will use the ideas I learned in this course.
KAET	Opened up resources that are available to work with students in the subject's areas and topics they are working on.
KAET	It will add variety to my classroom on how material is presented to students.
KAET	The gain my resources on finding math lesson plans, I will not have to reinvent the wheel per say. Will save me time in lesson planning.
KAET	This will give me the knowledge and support to put my plan into action.
KAET	The information provided on the sample CD was wonderful. Also the websites and downloads are very helpful tools.
KAET	Good tutorials, I am not sure if it takes the place of in person training.
KAET	I will be able to use the sites that I was shown to teach specific content to my students. The course was aligned with the National Standards for Math and it fits perfectly with what I have to teach.
KAET	I feel that it will be a tremendous help. I am more comfortable with the programs I learned about. I will be better able to plan and use the technology.
KAET	Exposure to new methods of effective delivery of instruction and to new ways to augment current instructional methods may make me a better teacher.
KAET	They are created by people who have knowledge of methods, strategies and state standards. The computer accessibility and the freedom from time constraints make is a great source of continuing assistance.
KAET	I took the Graphic Organizer course. I already believe wholeheartedly in using concept maps. This course has given me new ideas as well as resources to draw from.
KAET	Directly! I hope my students can go through just about what I did to make their own web pages/sites.
KAET	The tutorials and websites that were made available were invaluable. I am hoping that they will remain accessible throughout the year so my students and I can use them. I didn't want to copy the urls of all the web sites. It is more convenient to come back to TeacherLine. Please make this available.

<b>PBS Station</b>	<b>2. TeacherLine supports your instructional program</b>
KAET	I have printed them out for reference. There was a lot of information I want to keep at my fingertips.
KAET	Help me to better integrate technology into the classroom
KAET	Same as above
KAET	I will use some of the ideas in my classroom this year.
KAET	I know it has helped the 6 of the 11 who started the Spreadsheet class - more so in their peer sharing than in the content as the 6 who finished all had a strong background in spreadsheet prior to the class, but the integration into science and the sharing of science activities was marvelous.

<b>PBS Station</b>	<b>2. TeacherLine supports your instructional program</b>
KCET	The courses I observed today were timely and at appropriate levels for me
KCET	They will help. It would be better if they collaborated with school districts and textbook publishers.
KCET	Yes
KCET	No.
KCET	After I take a few of the modules, it will assist me in my instructional program.
KCET	Yes, very much
KCET	I can develop and use curriculum material based on technology, specifically hands-on, real-world activities.
KCET	I especially like the Web connections and the additional resources that open up from each site. This gives me a resource, previously unknown, that I am able to input into a lesson or access for class assignments.
KCET	They will support my instructional program by giving me useful information and allowing me to use it in the classroom.
KCET	Yes.
KCET	I definitely think it will. I also think that because the modules are time consuming, that I will be deterred to complete a series of them.
KCET	Yes.
KCET	Yes, But I can see that TeacherLine is not ready to be launched and a second judgment is warranted at that time.
KCET	As a professional growth advisor, I can share this information with other teachers. I can also improve my skills at my own rate of speed. This will help to improve the delivery of information in my classroom.
KCET	It's a tangible resource - a library at the touch of a mouse.
KCET	Many of the soon-to-be-developed modules sound like just the kind of training I have been looking for
KCET	It will greatly enhance classroom teaching and learning.
KCET	The four modules (technology skills and knowledge, professional practice, teaching and learning, and curriculum and assessment) appear well thought out and applicable to daily teaching practice.
KCET	It will help me to learn to support my teachers at my school.
KCET	It will give me some suggestions on lesson plans and activities to use and try in my class.
KCET	It will teach me how to use and implement computers in an academic

<b>PBS Station</b>	<b>2. TeacherLine supports your instructional program</b>
	setting. It will also give me the basic knowledge to teach others.
KCET	It is hands on. Readily available. It's somewhat non-threatening to teachers with limited computer ability.
KCET	PBS TeacherLine will provide facilitators and other resources to assist in comprising technology and lessons that can be incorporated with curriculum.
KCET	I feel comfortable with software for PC's; however, my classroom is based upon Mac's and I know that I need suggestions to help the students to support the program.
KCET	Some resources are very good, I'm still concerned about teachers willing to go beyond" the required."
KCET	It is unclear at this point. I feel it could be very useful to teacher professional development if a district makes it available.
KCET	I feel that the materials and development will help re-enforce learned skills and also provide a good foundation for those just starting out.

<b>PBS Station</b>	<b>2. TeacherLine supports your instructional program</b>
KCPT	It's generating food for thought in numerous areas.
KCPT	I am more familiar with resources that are available and have some ideas of how to implement them into my teaching.
KCPT	Awareness of resources
KCPT	So much of the research and materials are already there which relieves the burden of having to do it on my own. I am excited to give the students a chance to peek into the world of technology and all that it offers.
KCPT	They will direct me on where to find information & connect me to people that are trained to assist me. It would be even MORE beneficial if my classroom was equipped with an ample number of computers.
KCPT	I will be able to better support student needs and increase opportunities for students to practice critical thinking skills
KCPT	I believe that implementing PBS TeacherLine professional development and materials will improve my student's critical thinking skills, researching, and word processing skills, etc. My students will also be more actively engaged in their learning.
KCPT	Help me help my students learn more about technology and effective ways to use it.
KCPT	Students should use the computer in the classroom to familiarize themselves with how it can be implemented and assist in their learning.
KCPT	May be helpful for teachers who are not familiar with the basics of computers. Could take teachers who are NOT computer literate" and make them more comfortable in the classroom."
KCPT	TeacherLine can provide links to the MO frameworks and technology.
KCPT	They will, only if my school purchases many of the programs demonstrated in the modules
KCPT	It will support my instructional program by enriching my resources, which will be helpful in students learning.
KCPT	Technology and curriculum improvement in teacher knowledge and

<b>PBS Station</b>	<b>2. TeacherLine supports your instructional program</b>
	teaching strategies
KCPT	Great! I hope to be able to spend time this summer looking through the available resources to get a head start on the coming school year. I hope that it will be ready to go this summer so that I can do a module before school starts!
KCPT	TeacherLine will support instructional program by making it possible to learn ways to incorporate technology in the classroom. It is a way for a group of teachers to work together and interact with each other.
KCPT	I like the idea of having links to lesson plans to utilize and adapt to my teaching style.
KCPT	I believe that TeacherLine will promote a more active involvement and drive towards integrating technology within my school districts' classrooms.
KCPT	I hope that it will enable me to broaden my repertoire.
KCPT	It is full of valuable information and links to other web sites to support my classroom.
KCPT	I will have a specific place" to go to get information on my time schedule to assist my personal learning goals. "
KCPT	I would be able to have easy access to educational resources since it's all in one site.
KCPT	I feel it will increase the creativity of my lesson presentations.
KCPT	It will help me for better classroom management and motivation of the students towards learning.
KCPT	It will help my program with the required information to work better with computers. It will also help the students to know how to use the computer.
KCPT	I think they will help me to be more creative using technology in the classroom.
KCPT	I can take modules that will help my students.
KCPT	This will help me to improve my knowledge base and broaden my resources for new ideas on how to present materials.
KCPT	I feel it would benefit me more if I had time to complete the modules.
KCPT	I feel that PBS TeacherLine will help with our district's CEU program that is being piloted this year.
KCPT	I like the different websites to use and I can also use the discussion board to discuss ideas and strategies from other educators.
KCPT	Many different sites in which to draw from
KCPT	If I pursue them, there are some good opportunities. Good variety and they seem very workable.

<b>PBS Station</b>	<b>2. TeacherLine supports your instructional program</b>
KCTS	I will get ideas to augment our new math adoption Everyday Mathematics.
KCTS	Should be a great asset
KCTS	Give me many new ideas.
KCTS	I feel that any professional development will enhance my instructional program. Technology's an area of improvement for me.

<b>PBS Station</b>	<b>2. TeacherLine supports your instructional program</b>
KCTS	I can see I will need to modify some of the courses to meet my needs and I will need to investigate the courses not viewed today.
KCTS	This was very confusing and I am still not certain as to what I would need to do to begin a module and successfully complete it. It appears to be fairly simple, so I am confused as to why this training was a full day.
KCTS	They will help to improve upon the areas that I feel are my weaknesses.
KCTS	I am not sure at this time
KCTS	By up and running and open to feedback.
KCTS	I will be teaching block classes next year which will facilitate learning activities such as TeacherLine has to offer. I will also have computers in my classroom next year so I will be able to have my students use them too.
KCTS	They are wonderful supplemental materials for key concepts in my mathematics classroom. I see myself using this lessons during my longer block" days. The modules will provide more confidence in my teaching, better focus in my lessons, and more opportunities for my students."
KCTS	I can set my own individual goals and use TeacherLine as a resource to reach those goals.
KCTS	It appears that I will be able to access TeacherLine to fill in gaps in my knowledge base that I couldn't find resources to fill in my local district or ESD.
KCTS	It will enrich my development by allowing me the opportunity to share with other teachers.

<b>PBS Station</b>	<b>2. TeacherLine supports your instructional program</b>
KCWC	I think that it will be very beneficial in being able to take courses at home and not have to leave and travel. It will also give me hands on experiences that I can get to in my classroom.
KCWC	It provides many pathways for learning that I did not know about. It is exciting for education to have this kind of resource.
KCWC	I think the materials will fit in nicely with my instructional program, and the professional development will make my job easier as I learn to develop lessons, assessments, etc. on my computer
KCWC	I plan to spend a lot of my free time exploring more of the TeacherLine sites so I may incorporate them into my classroom.
KCWC	There are a variety of suggestions to fit anyone's teaching needs in a variety of disciplines so no excuses for not improving your career.
KCWC	If I were to do professional development it provides an alternate mode.
KCWC	It appears there is a source for everything that I might be looking for.
KCWC	It will allow me to learn in areas that are tailored for me and for the needs of my classroom.
KCWC	Think it will make learning more fun and exciting for students.
KCWC	By having access to a multitude of resources for the learning process.
KCWC	Provided new resources for the classroom
KCWC	I can see using existing WebQuests within the classroom. I appreciate the spectrum of subjects and title offered.

<b>PBS Station</b>	<b>2. TeacherLine supports your instructional program</b>
KCWC	Whenever I need it is at my fingertips and so easily accessible.
KCWC	I feel that since I have some ideas to look at, and guidance to follow I can create my own instructional programs.
KCWC	New ideas
KCWC	By introducing me to ways to use technology in the classroom.
KCWC	It will provide many sites to access.
KCWC	By being able to take additional classes Getting lesson plans or ideas to enhance present curriculum
KCWC	There are so many resources to use.
KCWC	I can use the information that I saw in my classroom on current projects that I use.
KCWC	When the program allows me to sign up for college credit I can take many classes in professional development that I normally would not have access to.
KCWC	Help with lessons that teach to the standards
KCWC	Very effectively. I am looking forward to participating in the training to further my tech skills and then pass the info along to my peers
KCWC	Make me a better teacher. Anything I do to help our students become a self sufficient, independent member of society. I want for them to get off the reservation and out into the world.

<b>PBS Station</b>	<b>2. TeacherLine supports your instructional program</b>
KLRN	Self-paced needs assessment and training
KLRN	It's great support, however, we do not have access to real computers or internet at my school, so it can't improve class learning at present time.
KLRN	It will help, somewhat.
KLRN	I feel that it will be a big benefit in teaching across the curriculum.
KLRN	If it will cont. to create new ideas in concepts of learning it will create new avenues of learning career and tech. search.
KLRN	It will help teachers come together and discuss different issues in the education field
KLRN	I think it will help me in a moderate fashion.
KLRN	Will give me new opportunities to learn new skills in my own time and to fit my schedule
KLRN	Don't know until I can see a real module.
KLRN	Yes
KLRN	I am looking forward to finding out.
KLRN	I believe that it is something that I really will use, so that I could complete my hours for certification. I know that it is something that I will use in the future and that will help me improve in the class.
KLRN	I will be able to help my students more with technology.
KLRN	It will offer me an opportunity to view different trains of thought and different ways of communicating mathematical concepts.
KLRN	It will help me obtain the necessary hours in training to keep my certificate. It also has useful strategies for math in the classroom.
KLRN	It will keep me abreast of current technology.

<b>PBS Station</b>	<b>2. TeacherLine supports your instructional program</b>
KLRN	I feel that TeacherLine will give me the confidence to use technology instruction in my classroom.
KLRN	I think they will enhance my teaching and give my students the opportunity for new learning experiences
KLRN	I believe that they more comfortable I get with using technology, the better I will get in implementing technology in my classroom.
KLRN	Everything is available to the teacher.
KLRN	I believe that TeacherLine will help with ideas on how to integrate technology into my classroom.
KLRN	It will help me to gain the expertise to develop my skills and to be able to devise curriculum for my students that will integrate technology seamlessly into my curriculum.
KLRN	It is great to have this resource.
KLRN	They are going to keep up with the latest technologies.
KLRN	It will help me integrate technology into lessons in meaningful ways as well as improving my skills in the use of technology.
KLRN	It will help keep teachers up-to-date on the fast changing concept of computers and technology
KLRN	Through on line discussions and modules.
KLRN	I have complete confidence.
KLRN	I think that utilizing this software will have a positive dramatic affects on myself professional. As for my students, I think this program will provide high order thinking.
KLRN	I find it interesting with all the resources at the tip of my hands.
KLRN	Great supplement
KLRN	I need lots of practice in learning how to create my own assessments, finding resources, etc. This seems to be pretty self-paced and when it comes to technology I am a slow learner" so I need this."
KLRN	I think that this development will allow me to earn my professional hours that I would need in order to reapply for certification. This would be] much easier because I can work at my own pace and around my own schedule.
KLRN	I know I can always get help when I need it. I know if I get stuck on something, I can find information to help me.
KLRN	I believe that the materials provided by PBS will be of great benefit in supporting my instructional program.
KLRN	N/A - Same as above
KLRN	It will be a very big help once I have the ability to use a computer at school.
KLRN	Help me develop a knowledge base for using computers with my students
KLRN	It will be an additional resource.
KLRN	It will assist me in using Technology in my classroom. It will teach me how to use different techniques such as Web Pages.
KLRN	By providing this collaborative effort directly to our offices, classrooms, and homes.
KLRN	By providing easy access at home or my home school.
KLRN	Yes, the PBS TeacherLine professional development and materials appear to support our current instructional program.

<b>PBS Station</b>	<b>2. TeacherLine supports your instructional program</b>
KLRN	I feel that it will be very beneficial to implementing the TEKS.
KLRN	It gives me an added resource to reinforce my lesson. It will be able to provide me needed ideas to increase classroom performance.
KLRN	PBS TeacherLine gives us the opportunity to share ideas and chat with other educators. Again the lessons plans that are provided will be a great support in the classroom.
KLRN	I hope to implement more technology in my lessons and use some of the wonderful lessons that are already provided for us.
KLRN	Excellent ideas for both me and my math department at my school.
KLRN	It will give my students the opportunity to expand their knowledge through technology
KLRN	I feel it will be effective because I will have more knowledge and so there for it will be successful in the classroom.
KLRN	It will consistently enhance the effectiveness and level of instruction needed to provide up to date information.
KRLN	They will improve my teaching and learning practices.
KRLN	It will give me the development I feel I need in order to teach technology at my school.

<b>PBS Station</b>	<b>2. TeacherLine supports your instructional program</b>
KRMA	I feel that by having communication with other teachers where we can talk about issues that are important to our classrooms immediately will be very beneficial. I am also excited to be participating in the Modules where I will be able to choose the subject area that is important to me.
KRMA	Part of my time this year will be spent working with teachers. The professional development available will help me while working with them/.
KRMA	Since we do tech integration training for teachers it will be extremely helpful.
KRMA	It has potential for professional development if my district decides to use it. I am looking forward to using the resource for my classroom instruction next school year.
KRMA	PBS has compiled so many wonderful resources and now they are right at my fingertips. I no longer need to spend hours pre-assessing sights and going through millions of lesson plan proposals. Having everything online is great because I am able to work on plans at any time of the day or night.
KRMA	I teach mathematics and so the materials already available fit my course work. They are aligned with both State and NCTM Standards. Provides new ideas and ways of teaching the material. I have taught for 30 years and am always looking for new ways to do things.

<b>PBS Station</b>	<b>2. TeacherLine supports your instructional program</b>
LPB	I feel that TeacherLine will help me as a resource for finding new things that I can do with my students. It also will serve as a source for me to share with my peers for their own study.



PBS Station	2. TeacherLine supports your instructional program
LPB	Sample lessons to give to teacher A site to give teacher to go to learn Professional development
LPB	It has already help me just by giving me PBS website. It will increase my knowledge and comfort using this technology.
LPB	It gives us technical support and let us communicate with other teachers with similar problems
LPB	The professional development and materials will enhance the instructional program by providing basic and enrichment activities to the students.
LPB	It will be of great help to our math teachers. The shortage of math teachers in our are has become a very big issue - this should give the teachers of math a much-needed resource.
LPB	Having the support supplied by TeacherLine to locate and learn how to use a wide variety of materials will be beneficial as well as being able to contact personnel to assist with questions and problems that I may have. Not having a source of support at hand has always been a problem for me.
LPB	As Librarian, I'll have one more resource to point my teachers to. And hopefully I'll continue to obtain technology tips myself.
LPB	The materials will instruct the students, give them more knowledge of the computer and inform them how to develop web sites
LPB	TeacherLine help me with teaching measurements and how to measure angles properly.
LPB	It will make it easier to offer training that might otherwise be unavailable in our area.
LPB	We are a very poor parish so we depend on grants and other funding opportunities that offer professional staff development like this. We are excited to use what we learn in assisting with lesson plans that integrate technology into the classroom. The PBS TeacherLine materials allow us to implement and maintain a high level in teaching lessons that integrate technology in meeting Louisiana standards.
LPB	The materials and professional development I have received correlate directly to our state standards for my grade level.
LPB	I will be able to locate sources not available otherwise; our economy in this parish is extremely poor, as is our teacher pay - very little above the state pay due to low tax revenue.
LPB	When it gets started I'm sure it will all tie in.
LPB	Materials provided by TeacherLine will support my instructional program by providing new information and ideas to enhance my classroom activities. All inservices provided in my parish have been exceptionally good. I have used many of the ideas I learned in these meetings.
LPB	By allowing me to be better acquainted with on-line resources
LPB	I feel that anything I can add to my instructional lessons will help improve my classroom. Many of our textbooks are out of date so this site will be of great help.
LPB	I believe that the program and materials will help my to better instruct my students.
LPB	I need a lot of practice.
LPB	... By providing more information for the classroom.
LPB	As a great resource for my teachers. Also a way that they can get

<b>PBS Station</b>	<b>2. TeacherLine supports your instructional program</b>
	additional training at their own speed.
LPB	These resources will provide a way to promote technology in the teacher's professional growth plans.

<b>PBS Station</b>	<b>2. TeacherLine supports your instructional program</b>
METV	It will help to make professional development accessible to teachers, anywhere, anytime, anyplace, easy access.

<b>PBS Station</b>	<b>2. TeacherLine supports your instructional program</b>
MPT	The fact that there are sites available that align with county, state, and national learning outcomes is a big plus. I can review these and look for activities and ideas to support my instructional program. I also see opportunities for increasing my knowledge of the net as well as using this technology with students and teachers in my school.
MPT	Immensely.
MPT	WebQuests and further self-development as well as instructional development
MPT	Great links to websites and lesson plans, easy access to collaborating with peers online on relevant topics using chat or discussion groups, provides motivation for professional growth and development by making it so easy and accessible
MPT	Once I get a chance to do more with PBS TeacherLine I see it saving me time by making materials available that will support my instructional program.
MPT	PBS TeacherLine will support my instructional program because I will feel comfortable in using the computer programs in the classroom.
MPT	It will provide lessons and assistance in offering my students something different from the text
MPT	I can use various parts of the sites available to use with the children in the computer lab and there are sites that I saw that would help specific children with certain problems areas. This can be done with a parent, which would further strengthen the skills.
MPT	I expect to use some of the courses to further my technology knowledge
MPT	It offers teachers a chance to utilize the training programs to help develop their skills.
MPT	I think it will allow me to become a proficient user of technology and integrate the technology effectively in my classroom.
MPT	Many interactive sites for the students to explore, plus lesson plans that can be incorporated into my classroom.
MPT	I think I addressed this in question #1.
MPT	It will support my professional development by integrating technology into the curriculum.
MPT	PBS TeacherLine professional development and materials will support my instructional program by giving me tools with which to increase my knowledge which in turn will help me increase the knowledge of my

<b>PBS Station</b>	<b>2. TeacherLine supports your instructional program</b>
	students.
MPT	It will help me design and implement lessons as well as help me to continue in learning.
MPT	I am looking forward to discovering the many ways that are available.
MPT	The materials help me focus and spend my time more productively.
MPT	The PBS TeacherLine professional development will support my instruction as an additional tool to enhance instruction.
MPT	A great deal. It is educational, informational and very instructive
MPT	Use will be made in the classroom and with students.
MPT	Great resource for professional development.
MPT	I am very comfortable where technology is concerned. I've been out of the classroom for 3 1/2 years and I feel somewhat out of touch as far as the curriculum is concerned.
MPT	I will use the website for professional development and I will encourage other teachers to do the same to strengthen their math teaching skills.
MPT	Professional development will now be obtained in a manner in which my needs will be considered. I will be able to receive the training that best meets my needs and the needs of my students.
MPT	The TeacherLine professional development and materials appear to be excellent resources for strengthening teacher skills and knowledge. The key benefit, of course, is that it gives teachers a useful and dynamic new way to help students gain understanding and mastery of skills and concepts in math- and other areas.
MPT	With the necessary equipment, PBS will support a more productive lesson plan.
MPT	Through TeacherLine
MPT	I know that I can access PBS material at any time and research topics that I am teaching. Also, I know that the PBS lessons are in line with NCTM standards. The modules they offer will improve my current teaching strategies and assist me in incorporating more technology into my lessons.
MPT	This will enhance my lesson plans and improve student learning.
MPT	The links and lesson plans will be helpful, as will the training.

<b>PBS Station</b>	<b>2. TeacherLine supports your instructional program</b>
NHPTV	The professional development will be enriching for our professional development hours.
NHPTV	It is expected that the Modules will enhance my instruction, assessment and student achievement.
NHPTV	I am excited to find out
NHPTV	It will help communicate more effectively
NHPTV	Providing both online materials and competent trainers to teachers.
NHPTV	I am not sure
NHPTV	They are asking what I am most interested in.
NHPTV	Sharing ideas with other teachers. Having questions answered by others teaching the same things
NHPTV	They should be of great help.

<b>PBS Station</b>	<b>2. TeacherLine supports your instructional program</b>
NHPTV	The whole concept is very intriguing. Unfortunately, I have yet to go through one of the modules carefully.
NHPTV	I can access and use many of the best resources available today in the world of mathematics and technology.
NHPTV	I will be able to access ideas and information which is pertinent to my grade level.
NHPTV	I feel that it will enhance my knowledge in the use of technology in the classroom.
NHPTV	I think I will use the technology development strategies as seen in several modules. I'm very excited about Mathline.
NHPTV	Not sure
NHPTV	What I've seen so far, it is very vague and nonspecific to classroom instruction. This day was part of a year long math course and there was NO info re: math
NHPTV	I am not sure yet I still need time to explore.
NHPTV	Lots of interesting information and ideas to use. I'm looking forward to trying a chat room.
NHPTV	I think they are very helpful, and I am anxious to try these things out
NHPTV	It will allow me a wealth of resources and knowledge to incorporate into my teaching and professional growth
NHPTV	Always looking for ways to integrate technology in my classroom, I hope to learn a great deal
NHPTV	It gives me tools and resources to bounce ideas off of. Also, being in the North Country I don't have access to physical resources and this opens up a whole new world to me.
NHPTV	I think that PBS TeacherLine professional development and materials will support my instructional program by making available numerous resources, which I can immediately put into use in my program rather in direct instruction or in my organization and planning tasks.
NHPTV	Hopefully it will offer lots of support
NHPTV	I am the District Tech Coordinator. I will use it to introduce my teachers to online courses.
NHPTV	It will make keeping current more affordable and allow me to take more workshops than I normally would because I can do it at my convenience
NHPTV	They are easy to access and rich in information and links.
NHPTV	Has opened my eyes to many possibilities for use in my classroom. I do see that I will need much more instruction. I did find many helpful sites and learned how to bookmark.
NHPTV	I can integrate the materials into a lot of upcoming lessons in 2001-2002
NHPTV	New ideas Easily assessable
NHPTV	The professional development materials will help me to build my existing programs and better them to reach my students further.
NHPTV	I feel that it will help me in what I teach. I need to find the time to become familiar with it and how to use it.
NHPTV	It will enhance new ideas. I'll be able to chat with other teachers on common problems I might have
NHPTV	Greatly, because the normal teacher does not have the time to access all the materials necessary for teaching
NHPTV	not sure

<b>PBS Station</b>	<b>2. TeacherLine supports your instructional program</b>
WDCQ	It will make me more familiar with ways other teachers have used technology and increase my knowledge of technology.
WDCQ	I am immediately excited about the program. I am excited to use the new information in my classrooms next fall.
WDCQ	I feel PBS TeacherLine will enhance the learning of all students. The teacher will get away from the traditional way of teaching.
WDCQ	I hope to include more technology in my teaching.
WDCQ	I feel it will expand on my knowledge and confidence.
WDCQ	There will be other teacher to discuss any problem or concerns that I may have. I will be a new way of using materials.
WDCQ	The TeacherLine will support my instructional program by providing self-confidence and therefore rub" on the students, that technology can be as easy as 123. Students nowadays need to feel confident at something and I feel working on a computer will do just that for students that otherwise do not feel important."
WDCQ	Supply my students with another avenue to recourses that they can use.
WDCQ	I feel it will have a very positive influence in my teaching and bring my class into more technology use for projects and other assignments.
WDCQ	I will become more competent in using and teaching technology.
WDCQ	I believe the online interaction will improve my abilities and insights for computer knowledge in the classroom.
WDCQ	I believe that PBS TeacherLine will support my instructional program by keeping me up to date with technology and the future.
WDCQ	By providing the technical instruction to assist new instruction and implementation in the classroom
WDCQ	I just want to be more comfortable using technology, and share that with my students.
WDCQ	I will be able to enhance my teaching strategies with the materials through TeacherLine.
WDCQ	I feel that some of them will enhance me in my teaching.
WDCQ	I feel it will give me new experience and ideas to use in my classroom.
WDCQ	I am especially interested in the module on one-computer classrooms, since that is the normal configuration. I want to incorporate the computer into my lessons rather than have it as a separate entity.
WDCQ	I am able to learn on-line information I can bring back to the children in my classroom. The WebQuest will be another tool for me to teach the curriculum to my students. I am gaining technology skills while working with my curriculum.
WDCQ	I am new to this, but I am looking forward to the impact in the future.
WDCQ	Providing information on-line to help with lesson planning.
WDCQ	I think it will be great to be able to achieve specific curricular objectives via web sites students can read at home or elsewhere. Webquest would achieve that.
WDCQ	Instead of a piece of hardware that mostly sits there I will be able to use the internet to enable students to access information in an exciting way while developing my own skills

<b>PBS Station</b>	<b>2. TeacherLine supports your instructional program</b>
WDCQ	See above
WDCQ	By letting me work on my own time and at my own pace.
WDCQ	Don't know yet. Tell you later
WDCQ	I think it will provide an opportunity for small schools to offer more to their students, It will also afford the opportunity for the school to keep up with what's going on around us.

<b>PBS Station</b>	<b>2. TeacherLine supports your instructional program</b>
WVIZ	Maybe not-I teach art
WVIZ	I can use the web-sites and articles in my lesson planning and implementation.
WVIZ	Very Little in subject matter but will be comfortable with using computer technology
WVIZ	To be able to continue my education on line is exciting. Nice to see a workshop geared towards math.
WVIZ	There are ample opportunities for integration.
WVIZ	They will add to the materials that I have at my disposal.
WVIZ	With the vast amount of resources available my subject matter and activity possibilities will be enhanced.
WVIZ	Superb. There are so many areas to choose from that will enhance my learning of technology and my students.
WVIZ	I can discuss issues with colleagues outside of my district.
WVIZ	It gives me a whole new network of sites and resources to investigate and maybe, once I get more comfortable and have TIME of my own, I will be able to take a course or two.
WVIZ	More info to share with parents; more classroom use of computers.
WVIZ	It will help me better use what I HAVE IN THE CLASSROOM.
WVIZ	Help in working with the pressure of meeting OPT goals
WVIZ	It will offer me new ideas to use in my classroom
WVIZ	Still feel a little unsure of what is up
WVIZ	Further develop my technological development.
WVIZ	It will narrow the amount of information on the internet to some of the more useful topics to teachers.
WVIZ	ABILITY; TO TAAKE COURSES ONLINETO IMPROVE TEACHER KNOWLEDGE
WVIZ	The more comfortable we will be the better we can teach the children
WVIZ	I would be willing to try to use this program to support my kindergarten curriculum.
WVIZ	By giving me new skills in using multimedia to reach special education students who are very interested and motivated by computers.
WVIZ	By taking these courses, I will be able to improve my use of technology. Therefore, I can pass that knowledge on to my students.
WVIZ	Most importantly, I believe it will allow me to position myself more often as a facilitator and less often a lecturer.

**3. Has the PBS TeacherLine professional development helped you to clarify a plan and process to continue to develop your competency in either technology or mathematics?**

Respondents were asked if the TeacherLine professional developed helped them to clarify plans and a process to continue to develop their competencies in either technology or mathematics. Only 39 responded no to this question and 354 indicated yes. (See Table 28.)

**Table 28: Has the PBS TeacherLine professional development helped you to clarify a plan and process to continue to develop or competency in either technology or mathematics**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Po3 TL help dev plan 1 No	1.333	.478	.076	39	1.000	2.000	540
Po3 TL help dev plan 2 Yes	1.997	.053	.003	354	1.000	2.000	225

**4a. Did you get the information you needed to begin your personal professional development using PBS TeacherLine?**

Respondents were asked if they got the information they needed to begin their personal professional development using PBS TeacherLine. Only 36 responded no to this question and 358 indicated that they did get the information they needed. (See Table 29.)

**Table 29: Did you get the information you needed to begin your personal professional development using PBS TeacherLine?**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Po4a Got info needed 1No	1.111	.319	.053	36	1.000	2.000	543
Po4a Got info needed 2 Yes	1.997	.053	.003	358	1.000	2.000	221

**4b. If no, what do you need?**

There were 34 responses to this question. Five of these said they had needed more detailed instructions, a few said they wanted more training or more practice. One wished for an advanced Web site programming class, another requested the option of previewing the course prior to signing up. The remainder wanted information about the credit would be available, or when classes would begin. (See Table 30.)

**Table 30: If No, what do you need**

<b>PBS Station</b>	<b>4b. If No, what do you need</b>
IPBS	I would feel more confident with more training; I will attempt to learn on my own, but time to play" is always almost impossible to find. I teach an alternative classroom where I need to work one on one a lot, also a lot of redirecting is much used. I would really like more training using this program."

<b>PBS Station</b>	<b>4b. If No, what do you need</b>
IPTV	I am still not sure about how and where to type, attach, and send in assignments. As far as the modules go, I feel like I will have to actually start working through one to know the benefits and to assess my level of comfort (see below)
IPTV	We just haven't done enough of it yet to answer some of these questions.
IPTV	The key number and class description, but it should be coming
IPTV	I think I'd like to do the practice module before September when we start the class.

<b>PBS Station</b>	<b>4b. If No, what do you need</b>
KAET	Not related to the mod, I didn't receive the info I needed to apply for grad credit from ASU_W in time to enroll.
KAET	To be perfectly honest I have not gone back to check and see if I have the professional development laid out. I saw it once and it said I had nothing in there. I was more concerned with trying to complete what I needed to finish the class. I ran into so many technical problems the professional development didn't cross my mind. I will look at it when I finish this.
KAET	Honestly, if my son hadn't been home from school, I don't think I would have survived. It took him and his girl friend to get me started. I needed a much more detailed set of instructions to start out. I am, however pretty comfortable now, and ready for the next class.
KAET	Advanced Web Site programming but I can learn this on my own. Having said that, I usually learn some aspect of a program by taking a class.
KAET	This class seemed like it was designed for the timid teacher who



<b>PBS Station</b>	<b>4b. If No, what do you need</b>
	doesn't know anything about computers. I do know a lot about computer, I just have trouble figuring out what my students can do on it, besides using the internet. My district does not give us very much software for our computer, so I wanted to know what they could do with the few things I have on the hard drive. This course offered me a few ideas.
KAET	No is marked due to not having looked in that area on the home page.
KAET	I have not heard anything about this and this is the second class I have taken.

<b>PBS Station</b>	<b>4b. If No, what do you need</b>
KCET	More training. Technology and I are just getting to know each other.
KCET	It would have been helpful to have known the university units access, but we do know that it is work in progress at this time.

<b>PBS Station</b>	<b>4b. If No, what do you need</b>
KCPT	Cost?

<b>PBS Station</b>	<b>4b. If No, what do you need</b>
KCTS	I need to visit the other courses to see what else is available.
KCTS	Not being a math teacher I need kind of a scope and sequence so I can define what things my students a lacking to be successful in my technical program.

<b>PBS Station</b>	<b>4b. If No, what do you need</b>
KCWC	I need to know if and when the classes will begin.
KCWC	I am currently finishing a master's program through the University of Wyoming.
KCWC	I need to be able to sign up for a class today. I have completed my profile and it has recommended certain modules for me to complete. I would like to work now during the summer.

<b>PBS Station</b>	<b>4b. If No, what do you need</b>
KLRN	Need more time to search through the targets to see which ones will benefit me most
KLRN	If a new string of technology resource that caters to school secretaries, as they are also an integral part of the school.
KLRN	This is no offense to the presenter, for he was fantastic. It's that at the end of the session I felt very overwhelmed by the professional

<b>PBS Station</b>	<b>4b. If No, what do you need</b>
	development program.

<b>PBS Station</b>	<b>4b. If No, what do you need</b>
KRMA	It would be nice to preview each module prior to signing up so that you know if it is really what you want.

<b>PBS Station</b>	<b>4b. If No, what do you need</b>
LPB	Yes - but I hope that you will be sure to let us know when the modules are available to us.
LPB	I would like to go through a more thorough plan to use the technology in mathematics. I am a very weak Math Teacher who is always looking for new and innovative approaches to teach Math to my special education students.

<b>PBS Station</b>	<b>4b. If No, what do you need</b>
METV	

<b>PBS Station</b>	<b>4b. If No, what do you need</b>
MPT	Not sure whether we can do any one of the courses we want or what
MPT	I am not sure exactly what we should be doing from here. Are we now committed to doing something with PBS? Is this independent professional development if we are interested? What exactly do we do from here?

<b>PBS Station</b>	<b>4b. If No, what do you need</b>
NHPTV	More directions on how an on-line course actually works, what you do, how you do it. Etc. I wasn't even sure once you sit at your computer what to do to get to the modules to start the course.
NHPTV	Jan McLaughlin and Matt Tremer were fantastic today.

<b>PBS Station</b>	<b>4b. If No, what do you need</b>
WDCQ	I was not able to attend the second session.
WDCQ	I was not involved in the process.

<b>PBS Station</b>	<b>4b. If No, what do you need</b>
WVIZ	I hate computers or give me a body to always guide me
WVIZ	I have an insight as to articles and sites I can reference to gain more technology savvy. I am hoping the class tomorrow will provide more information.

**5. On a scale of one to four where four is high, what is your level of comfort with beginning this professional development?**

The last question asked respondents where on a scale of one to four where four was high, they would position their level of comfort in beginning professional development. The mean was 3.031 indicating a strong level of comfort with beginning professional development using TeacherLine. (See Table 31.)

**Table 31: On a scale of one to four where four is high, what is your level of comfort with beginning this professional development**

	Po5 level of comfort 1-4
Mean	3.031
Std. Dev.	.854
Std. Error	.043
Count	387
Minimum	1.000
Maximum	4.000
# Missing	192

**Regression Analysis and Correlation Analysis on Variables for Teachers Introduction to TeacherLine Surveys 1a and 1b**

Multiple regression analyses were performed using as the dependent variable, the level of comfort the teacher indicated on a scale of one to four where four was high, with beginning this professional development.

Correlation analysis was performed on all the variables but no strong correlations between variables was observed. The strongest correlation were (in order of impact)

.703, .639, .611, .567, .527 and .502 which were not deemed strong enough to report as significant. A strong correlation is noted if it is at .800 or above.

**Multiple Regression on Dependent Variable Level of Comfort with Degrees Held or Working On and Years Taught**

A multiple regression was performed using as independent variables whether the respondent is working on or holds a bachelor’s, Master’s, or doctoral degrees, and the years taught. None of these variables accounted for the level of comfort in beginning the professional development, the dependent variable. (See Table 32.)

**Table 32: Multiple Regression on Dependent Variable Level of Comfort with Degrees Held or Working On and Years Taught**

**Regression Summary**

**Po5 level of comfort 1-4 vs. 3 Independents**

Count	83
Num. Missing	494
R	.177
R Squared	.031
Adjusted R Squared	•
RMS Residual	.675

**ANOVA Table**

**Po5 level of comfort 1-4 vs. 3 Independents**

	DF	Sum of Squares	Mean Square	F-Value	P-Value
Regression	3	1.162	.387	.850	.4707
Residual	79	35.995	.456		
Total	82	37.157			

**Regression Coefficients**

**Po5 level of comfort 1-4 vs. 3 Independents**

	Coefficient	Std. Error	Std. Coeff.	t-Value	P-Value
Intercept	3.278	.440	3.278	7.459	<.0001
Wk B1 M2 D3	.228	.230	.140	.993	.3239
Degree N1 B2 M3 D4	-.196	.186	-.140	-1.051	.2964
Years Taught 3	.005	.004	.171	1.416	.1607

**Multiple Regression on Dependent Variable Level of Comfort with Classroom Internet Access, Professional Development Hours, Technology Experience, and Technology Change**

A multiple regression was performed using as independent variables whether the respondent’s classroom had computers with Internet access, the number of professional development hours the respondent participated during the last class year, the level of experience using technology in the classroom, and the amount of change that technology had brought to the respondent’s teaching. The high F-Value at 10.389 at a P=.0001 confidence level indicates that these factors contributed to the level of comfort of the respondents which was the dependent variable in the equation.

Much of the level of comfort was attributed to a higher level of experience using technology in the classroom. This was followed by a strong indication that technology had changed the way the respondent taught. Other professional development and access to a computer in the classroom contributed less to the level of comfort.

The conclusion from this analysis is that the more previous experience with technology that the teacher has, the more likely they will be to have a high comfort level in entering online professional development. (See Table 33.)

**Table 33: Multiple Regression on Dependent Variable Level of Comfort with Classroom Internet Access, Professional Development Hours, Experience Using Technology in the Classroom, and How Technology Changed the Teaching Style**

**Regression Summary**  
**Po5 level of comfort 1-4 vs. 4 Independents**

Count	266
Num. Missing	311
R	.371
R Squared	.137
Adjusted R Squared	.124
RMS Residual	.765

**ANOVA Table****Po5 level of comfort 1-4 vs. 4 Independents**

	DF	Sum of Squares	Mean Square	F-Value	P-Value
Regression	4	24.329	6.082	10.389	<.0001
Residual	261	152.799	.585		
Total	265	177.128			

**Regression Coefficients****Po5 level of comfort 1-4 vs. 4 Independents**

	Coefficient	Std. Error	Std. Coeff.	t-Value	P-Value
Intercept	2.188	.250	2.188	8.743	<.0001
Internet 2yes 1no	-.008	.125	-.004	-.064	.9487
Pro Dev Hours 7c	.001	.001	.060	1.013	.3118
Exp 1-5	.157	.051	.232	3.108	.0021
Tech Change 1-4 7	.146	.067	.159	2.180	.0301

**Multiple Regression on Dependent Variable Level of Comfort with Percentage of Time in Classroom as Lecturer, Coach, Mediator, or Facilitator**

A multiple regression was performed using as independent variables the percentage of time in the classroom that the respondent indicated he or she spent as a lecturer, coach, mediator, or facilitator. None of these variables accounted for the level of comfort in beginning the professional development, the dependent variable. (See Table 34.)

**Table 34: Multiple Regression on Dependent Variable Level of Comfort with Percentage of Time in Classroom as Lecturer, Coach, Mediator, or Facilitator****Regression Summary****Po5 level of comfort 1-4 vs. 4 Independents**

Count	309
Num. Missing	268
R	.124
R Squared	.015
Adjusted R Squared	.002
RMS Residual	.817

**ANOVA Table****Po5 level of comfort 1-4 vs. 4 Independents**

	DF	Sum of Squares	Mean Square	F-Value	P-Value
Regression	4	3.158	.790	1.182	.3189
Residual	304	203.120	.668		
Total	308	206.278			

**Regression Coefficients****Po5 level of comfort 1-4 vs. 4 Independents**

	Coefficient	Std. Error	Std. Coeff.	t-Value	P-Value
Intercept	3.130	.051	3.130	61.287	<.0001
Lecturer % 10a	-.006	.005	-.066	-1.148	.2519
Coach % 10b	-.009	.005	-.103	-1.815	.0704
Mediator % 10c	-.003	.014	-.014	-.248	.8044
Facilitator % 10d	-.001	.005	-.015	-.269	.7882

**Multiple Regression on Dependent Variable Level of Comfort with Students' Weekly Use of Computer and Internet for Assigned Work in the Classroom or Computer Lab**

A multiple regression was performed using as independent variables the number of hours per week a respondent's students spent on average using a computer for assigned work in the classroom or in a computer lab, and the number of hours per week a respondent's students spent on average using the Internet for assigned work in the classroom or in the computer lab . None of these variables accounted for the level of comfort in beginning the professional development, the dependent variable. (See Table 35.)

**Table 35: Multiple Regression on Dependent Variable Level of Comfort with Students' Weekly Use of Computer and Internet for Assigned Work in the Classroom or Computer Lab**

**Regression Summary**

Po5 level of comfort 1-4 vs. 4 Independents

Count	235
Num. Missing	342
R	.137
R Squared	.019
Adjusted R Squared	.002
RMS Residual	.798

**ANOVA Table**

Po5 level of comfort 1-4 vs. 4 Independents

	DF	Sum of Squares	Mean Square	F-Value	P-Value
Regression	4	2.803	.701	1.101	.3566
Residual	230	146.320	.636		
Total	234	149.123			

**Regression Coefficients**

Po5 level of comfort 1-4 vs. 4 Independents

	Coefficient	Std. Error	Std. Coeff.	t-Value	P-Value
Intercept	3.032	.069	3.032	43.662	<.0001
Hrs Computer Class 11a	.021	.031	.049	.668	.5050
Hrs Computer Lab 11b	.021	.042	.038	.492	.6234
Hrs Internet assn Class 12a	-.002	.023	-.007	-.090	.9281
Hrs Internet assn lab 12b	.044	.038	.098	1.151	.2510

**Multiple Regression on Dependent Variable Level of Comfort with Equipment and Software**

A multiple regression was performed using as independent variables whether the respondent regularly used equipment or software in the classroom. While there was a significant F-value, none of these variables separately accounted for the level of comfort in beginning the professional development, the dependent variable. (See Table 36.)



**Table 36: Multiple Regression on Dependent Variable Level of Comfort with Equipment and Software**

**Regression Summary**

**Po5 level of comfort 1-4 vs. 8 Independents**

Count	292
Num. Missing	285
R	.253
R Squared	.064
Adjusted R Squared	.037
RMS Residual	.795

**ANOVA Table**

**Po5 level of comfort 1-4 vs. 8 Independents**

	DF	Sum of Squares	Mean Square	F-Value	P-Value
Regression	8	12.217	1.527	2.415	.0155
Residual	283	178.971	.632		
Total	291	191.188			

**Regression Coefficients**

**Po5 level of comfort 1-4 vs. 8 Independents**

	Coefficient	Std. Error	Std. Coeff.	t-Value	P-Value
Intercept	2.481	.170	2.481	14.567	<.0001
Computer Use 1-4 13a	.009	.058	.013	.161	.8722
Dig Camera Use 1-4 13b	.136	.085	.114	1.597	.1114
VHS Camcorder Use 1-4 13c	.047	.092	.037	.510	.6103
TV/VCR Use 13d	.022	.058	.024	.379	.7053
E-Mail Use 1-4 13e	.038	.059	.047	.639	.5235
Presentation Use 1-4 13f	.053	.069	.057	.773	.4403
Word Process use 1-4 13g	.063	.057	.089	1.099	.2728
Web Browser User 1-4 13h	-.021	.067	-.027	-.307	.7588

**Multiple Regression on Dependent Variable Level of Comfort Using Software Alone and with Students**

A multiple regression was performed using as independent variables whether the respondent was comfortable using software alone or with students. None of these variables accounted for the level of comfort in beginning the professional development, the dependent variable. (See Table 37.)

**Table 37: Multiple Regression on Dependent Variable Level of Comfort Using Software Alone and with Students**

**Regression Summary**

**Po5 level of comfort 1-4 vs. 8 Independents**

Count	302
Num. Missing	275
R	.424
R Squared	.180
Adjusted R Squared	.157
RMS Residual	.748

**ANOVA Table**

**Po5 level of comfort 1-4 vs. 8 Independents**

	DF	Sum of Squares	Mean Square	F-Value	P-Value
Regression	8	35.932	4.491	8.030	<.0001
Residual	293	163.886	.559		
Total	301	199.818			

**Regression Coefficients**

**Po5 level of comfort 1-4 vs. 8 Independents**

	Coefficient	Std. Error	Std. Coeff.	t-Value	P-Value
Intercept	2.153	.196	2.153	10.996	<.0001
Comf Alone E-Mail 1-4 14a	.109	.066	.130	1.656	.0987
Comf alone Present 1-4 14b	.066	.078	.096	.849	.3966
Comf Alone Word Process 14c	-.142	.096	-.144	-1.478	.1405
Comf alone Web Browser 1-4 14d	.186	.080	.239	2.324	.0208
Comf stu E-Mail 1-4 14e	-.056	.053	-.085	-1.059	.2904
Comf stu present 14f	.133	.083	.189	1.605	.1095
Comf stu Word Process 1-4 14g	.157	.085	.198	1.853	.0649
Comf stu Web Browser 1-4 14h	-.121	.077	-.171	-1.573	.1169

**Multiple Regression on Dependent Variable Level of Comfort with Professional Development Plan and Getting Necessary Information**

A multiple regression was performed using as independent variables whether the respondent created a professional development plan and got the necessary information during the workshop. The F-value of 4.478 indicated that getting the necessary information contributed to a feeling of comfort for the respondent. (See Table 38.)

**Table 38: Multiple Regression on Dependent Variable Level of Comfort with Professional Development Plan and Getting Necessary Information**

**Regression Summary**

**Po5 level of comfort 1-4 vs. 2 Independents**

Count	378
Num. Missing	199
R	.153
R Squared	.023
Adjusted R Squared	.018
RMS Residual	.844

**ANOVA Table**

**Po5 level of comfort 1-4 vs. 2 Independents**

	DF	Sum of Squares	Mean Square	F-Value	P-Value
Regression	2	6.376	3.188	4.478	.0120
Residual	375	266.947	.712		
Total	377	273.323			

**Regression Coefficients**

**Po5 level of comfort 1-4 vs. 2 Independents**

	Coefficient	Std. Error	Std. Coeff.	t-Value	P-Value
Intercept	2.119	.421	2.119	5.034	<.0001
Po3 TL help dev plan 2yes 1no	3.411E-4	.188	9.588E-5	.002	.9986
Po4 got info 2yes 1no	.480	.166	.153	2.895	.0040

## Surveys 2a and 2b Pre and Post for Other Educators Descriptive Statistics

Project participants indicated that a number of educators who were not regular teachers would attend the one day teacher training. To capture their reactions to the training and benchmark their institution's or personal strategies, the 1a and 1b surveys were reworded and used for this group of other educators.

### Urban, Suburban, or Rural Setting for Other Educators

When the educators registered on the evaluation Web site, they were asked about the setting of their institution. Thirty-six, the majority of the respondents indicated that their setting was suburban. Twenty-five indicated an urban setting. Only 18 were in rural settings. (See Table 39.)

**Table 39: Urban, Suburban, or Rural Setting for Other Educators**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Urban	1.080	.400	.080	25	1.000	3.000	68
Suburban	2.028	.167	.028	36	2.000	3.000	57
Rural	3.000	0.000	0.000	18	3.000	3.000	75

### Gender for Other Educators

Respondents were asked to indicate their gender. Female respondents composed the majority at 75. Male respondent number 17. (See Table 40.)

**Table 40: Gender for Other Educators**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Female 2	2.000	0.000	0.000	75	2.000	2.000	18
Male 1	1.000	0.000	0.000	17	1.000	1.000	76

## Ethnicity and Race for Other Educators

Respondents were asked to indicate their ethnicity and race. The majority indicated that they were not Hispanic or Latino. The majority were white. (See Table 41.)

**Table 41: Ethnicity and Race for Other Educators**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Eth 1 HisLat	1.000	•	•	1	1.000	1.000	92
Eth 2 Not HisLat	2.000	0.000	0.000	71	2.000	2.000	22
Am Indian 1	•	•	•	0	•	•	93
Asian 2	2.000	0.000	0.000	2	2.000	2.000	91
Black/Afr Am 3	3.000	0.000	0.000	5	3.000	3.000	88
Native HA O Pac Is 4	•	•	•	0	•	•	93
White 5	5.000	0.000	0.000	64	5.000	5.000	29
Mixed 6	6.000	0.000	0.000	2	6.000	6.000	91
Unsure 7	•	•	•	0	•	•	93

### 1. What grade levels did you teach in the 2000-2001 school year for Other Educators?

Respondents were asked what grades they taught during the 2000-2001 school year. Eighteen respondents each taught third, fourth and sixth grades. This was followed by sixteen respondents each teaching Kindergarten, first grade, second grade and fifth grade. (See Table 42.)

**Table 42: Grades Taught by Other Educators**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Pre-K taught	1.000	0.000	0.000	3	1.000	1.000	90
K-taught	1.000	0.000	0.000	16	1.000	1.000	77
taught 1	1.000	0.000	0.000	16	1.000	1.000	77
taught 2	1.000	0.000	0.000	16	1.000	1.000	77
taught 3	1.000	0.000	0.000	18	1.000	1.000	75
taught 4	1.000	0.000	0.000	18	1.000	1.000	75
taught 5	1.000	0.000	0.000	16	1.000	1.000	77
taught 6	1.000	0.000	0.000	18	1.000	1.000	75
taught 7	1.000	0.000	0.000	10	1.000	1.000	83
taught 8	1.000	0.000	0.000	9	1.000	1.000	84
taught 9	1.000	0.000	0.000	12	1.000	1.000	81
taught 10	1.000	0.000	0.000	12	1.000	1.000	81
taught 11	1.000	0.000	0.000	11	1.000	1.000	82
taught 12	1.000	0.000	0.000	12	1.000	1.000	81

**2a. Which teaching credentials do you hold? Other Educators**

Degrees and credentials held by this group were virtually all in education, but with a much higher proportion of master’s degrees and supervisory specialties. The number of mathematics specialists in this group were considerably lower, with only two of the 93 respondents indicating an emphasis in that area. (See Table 43.)

**Table 43: Credentials/ Certifications for Other Educators**

<b>PBS Station</b>	<b>2a. Credentials/ Certifications</b>
IPTV	PS-12 Administrative
IPTV	K-6 Ele
IPTV	Ia Teaching Certificate

<b>PBS Station</b>	<b>2a. Credentials/ Certifications</b>
KAET	K-8
KAET	Secondary Education, English/Social Studies/Theatre
KAET	Secondary biology
KAET	Substitute Teacher certification
KAET	K-8 Certificate
KAET	MA - English, BS - SpEd, History; ESL Endorsement
KAET	Admin, Secondary

<b>PBS Station</b>	<b>2a. Credentials/ Certifications</b>
KCET	Secondary Math
KCET	Multiple Subjects/CLAD
KCET	Standard Elementary Life, Secondary Single Subject Business Education, Vocational Ed Computer Master's Deg. in Instructional Technology
KCET	Resource Specialist
KCET	Single Subject
KCET	None

<b>PBS Station</b>	<b>2a. Credentials/ Certifications</b>
KCPT	Kansas Bldg Administrator
KCPT	MA/Special Education
KCPT	K-9 General Education, Gifted Education, Administration
KCPT	Library Media Specialist K-12, Instructional Technology Specialist K-12, Elementary Ed. 1-8
KCPT	Elementary Education w/Math minor BSE, Master's Instructional Technology K-12
KCPT	Elementary Ed 1-8
KCPT	Special Ed
KCPT	K-8, advanced administration
KCPT	K-8 Elementary Administration
KCPT	Early Childhood, Elementary Ed K-8, Curriculum Master's, Administration Certification
KCPT	BD/LD
KCPT	BSED, Elementary Ed., MLS, Library Media Specialist K-12
KCPT	K-12 Library Media Specialist and K-8 Lifetime Teaching Certificate
KCPT	Master's
KCPT	Specialist/ Education
KCPT	7-12 English

<b>PBS Station</b>	<b>2a. Credentials/ Certifications</b>
KRMA	Bachelor degree-Elementary ed. and Master's degree-Whole Learning Theory
KRMA	Professional Teaching License
KRMA	K-6
KRMA	Clear/ Multiple Subjects
KRMA	CO License K-6
KRMA	Type A K-6
KRMA	CO and TX Certificates, K-6
KRMA	Elementary k-6
KRMA	Language Arts
KRMA	Secondary Ed

<b>PBS Station</b>	<b>2a. Credentials/ Certifications</b>
KRMA	K-8 Licensure
KRMA	Colorado Teacher License K-6
KRMA	Elementary Education
KRMA	Professional license
KRMA	Elementary Education, K-12
KRMA	Elementary & Administrative
KRMA	Special Education Moderate Needs

<b>PBS Station</b>	<b>2a. Credentials/ Certifications</b>
LPB	Elementary teacher, elementary principal, supervisor of instruction, supervisor of student teachers, reading specialist, computer literacy, PhD - Educational Leadership
LPB	Master's +30, reading specialist

<b>PBS Station</b>	<b>2a. Credentials/ Certifications</b>
METV	MS AAAA
METV	AA
METV	K-8 educator; K-12 administration
METV	MEd. in Special Education and Supervision
METV	None
METV	Bus ED
METV	MS ED

<b>PBS Station</b>	<b>2a. Credentials/ Certifications</b>
MPT	No response

<b>PBS Station</b>	<b>2a. Credentials/ Certifications</b>
NHPTV	Master's adult education

<b>PBS Station</b>	<b>2a. Credentials/ Certifications</b>
WDCQ	None

<b>PBS Station</b>	<b>2a. Credentials/ Certifications</b>
WVIZ	Ohio teaching certificate
WVIZ	N/A
WVIZ	7-12 permanent



<b>PBS Station</b>	<b>2a. Credentials/ Certifications</b>
WVIZ	MA in special ed
WVIZ	Permanent K-12
WVIZ	7-12 & Administration
WVIZ	Elementary Teacher, Secondary Math Teacher, Gifted Certification, Technology Certification, Supervisor's Certificate
WVIZ	1-8, supervisor
WVIZ	Permanent, K-12

<b>PBS Station</b>	<b>2a. Credentials/ Certifications</b>
	CO teaching license, CA K-12 teaching license, bilingual certification, reading specialist certified
	Master's Curriculum and Instruction
	Elementary credential
	Secondary; supervisor; Principal; Superintendent
	LA Cert. Elementary Grades with computer literacy certification
	M.Ed.
	Business BA
	Mathematics
	EL. ED., Supervision/Administration
	Master's +30

## **2b and 2c Other Educators Working on Degrees and/or Holding Degrees**

Respondents were asked if they were working toward a degree and the highest degree they currently held. Seventy-four respondents were not working on a degree. Four respondents were working on a bachelor's degree; fifteen respondents were working on a master's degree, and seven respondents were working on a doctoral degree. (See Table 44.)

Six respondent indicated they did not hold a degree and eleven held a bachelor's degree. The majority of 68 respondents held master's degrees. Only five held a doctorate. (See Table 44.)

**Table 44: Other Educators Working on Degrees and/or Holding Degrees**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Work degree no 1 2b	1.000	0.000	0.000	74	1.000	1.000	19
Work degree yes 2 2b	2.000	0.000	0.000	18	2.000	2.000	75
Work Bachelor's 2b2	1.000	0.000	0.000	4	1.000	1.000	89
Work Masters 2b2	2.000	0.000	0.000	15	2.000	2.000	78
Work Doctorate 2b2	3.000	0.000	0.000	7	3.000	3.000	86
Hold None 2c	1.000	0.000	0.000	6	1.000	1.000	87
Hold Bachelor's 2c	2.000	0.000	0.000	11	2.000	2.000	82
Hold Masters 2c	3.000	0.000	0.000	68	3.000	3.000	25
Hold Doctorate	4.000	0.000	0.000	5	4.000	4.000	88

**3. At the end of the 2000-2001 school year, how many years will you have taught or worked in education by other educators?**

Respondents were asked how many years they had taught or worked in education. The mean response was 16.663. (See Table 45.)

**Table 45: Years Taught or Worked in Education by Other Educators**

	Years taught 3
Mean	16.663
Std. Dev.	9.747
Std. Error	1.016
Count	92
Minimum	1.000
Maximum	44.000
# Missing	1

**4. How many students were enrolled in your classes or institution during the 2000-2001 school year? Other Educators**

Respondents were asked how many students were enrolled in their classes or in the case of administrators, at their institution. The mean response was 750.795. (See Table 46.)

**Table 46: Students enrolled in other educators classes or institutions during the 2000-2001 school years**

	Students enrolled 00-01
Mean	750.795
Std. Dev.	2237.027
Std. Error	238.468
Count	88
Minimum	0.000
Maximum	15000.000
# Missing	5

**5. Do you have computers in your classroom or institution’s classrooms that have Internet access? Other Educators**

Respondents were asked if they had computers in the classrooms with Internet access. The majority, or 71 respondents responded yes. Only four indicated that they did not have computers with Internet access. (See Table 47.)

**Table 47: Do you have computers in your classroom or institution’s classrooms that have Internet access? Other Educators**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Class Internet 1 No 5	1.000	0.000	0.000	4	1.000	1.000	89
Class Internet 2 Yes 5	2.000	0.000	0.000	71	2.000	2.000	22

**6. Describe your classroom media equipment (computers, access connection, TVs, cable, other) or the equipment in a typical classroom at your institution for other educators**

Forty-eight of the 76 respondents (approximately two-thirds) indicated that they had access to at least one computer with an Internet connection. Except for two who said they had no computers at all, the remaining respondents had computers, but could not connect to the Internet. (See Table 48.)

**Table 48: Classroom Media Equipment for other educators**

<b>PBS Station</b>	<b>6. Classroom media equipment</b>
IPTV	Each teacher has access to computer with Internet and local area network. We use a T1 connection.
IPTV	Computers, access connection, TVs,
IPTV	Macintosh Laptop Access Connection

<b>PBS Station</b>	<b>6. Classroom media equipment</b>
KAET	10 computers linked through the district server, 1 TV, VCR, Camcorder, digital camera, I-Movie station, scanner, etc.
KAET	A typical classroom in my school district contains at least one computer (usually PC) with an Ethernet connection to the LAN/WAN. Classrooms have TVs with cable and most have closed-circuit capability.
KAET	T1 line internet access, 2 computers in every room, 32 station computer labs, TV Monitor cable connection
KAET	Computer Lab has Compaq and IBM computers with internet access, One Cable TV.
KAET	One workstation, one TV and one vcr
KAET	T-1 line for internet. PowerMac, PowerBooks, Dell with Win 98. TV, with Channel 1 connection.
KAET	Computers, 100mbps internet connection, TV

<b>PBS Station</b>	<b>6. Classroom media equipment</b>
KCET	Stand-alone PC-teacher station with TV/VCR hook-ups. 2 or 3 stand-alone student workstations.
KCET	Computers, T-1 connection, TV/VCR Overhead Projector
KCET	Computers, television
KCET	TV, high-speed internet access, VCR in all rooms. Check out ability for digital cameras, LCD Projector, graphing calculators in mathematics classrooms.
KCET	Labs are well supplied and connected. We have a computer lab for the department and for the university. There are several smart" classrooms."

<b>PBS Station</b>	<b>6. Classroom media equipment</b>
KCPT	Computers access connection T1 line TV monitors - Channel One access projection systems access TV monitor/computer/Internet connection
KCPT	Computers, Internet connection
KCPT	All teachers have a computer on their desk. We also have 1 lab in each elementary with IMACs. At the Middle School level we have 2 labs. At the HS we have 6 labs. We have T-1 line connection for all computers.
KCPT	We currently use iMac computers connected to a LAN network. There are 5 classroom communities, each with 10 instructional rooms and a computer lab. All instructional areas and labs have a cable connection.

<b>PBS Station</b>	<b>6. Classroom media equipment</b>
KCPT	iMac computers with Internet access. Each learning community has a lab of 24 computers per 10 classrooms. Each individual classroom has 1 iMac computer with Internet access. A few video converters, a couple data projectors, one cable connection.
KCPT	Computers with TV presentation, video projection, Internet access, cable connection, and multiple video production equipment
KCPT	Computers, access connection, TVs, cable
KCPT	Computer TV, vcr internet cable
KCPT	Computer, TV, vcr, internet access
KCPT	Computers, access connection, TV's, vcr's, channel one, internet, software
KCPT	Computers, access connection, TV, channel I, over-head projector, cable
KCPT	Computers, Internet, TV, VCR, Cable, overheads,
KCPT	Computer, Internet access, Cable TV/VCR
KCPT	Most classrooms have one teacher computer with internet access and one TV with cable access.
KCPT	Library has 30 computers; 25 have internet access; cable TV, and provides a variety of equipment for teachers to check out for classroom use.
KCPT	Computers w/ internet access TV's w/ cable

<b>PBS Station</b>	<b>6. Classroom media equipment</b>
KRMA	My classroom was equipped with 2 IBM computers connected to a local area network, a television set connected to cable, a vcr, and telephone access in the classroom. Every classroom in our building contains the same technology. We also have a computer lab
KRMA	All classrooms are cable connected. Many schools have TV's mounted in each classroom. Those that don't are working toward that standard. All schools have computers connected to the internet via fractal T-1 lines. Most schools have at least one internet c
KRMA	Typical classroom has 1-3 computers with internet capability, and television with cable access
KRMA	Two Internet connected computers per classroom, One computer connected to a television monitor, One overhead projector, one VCR.
KRMA	Varies at each school.
KRMA	One computer in each classroom, however, these are older machines and do not have internet connections
KRMA	One computer connected to LAN (with Internet). Typically for teacher use. Newer schools have cable connections, which teachers have bought TVs and VCRs for use. Others have TV/VCR for checkout, but no cable. Many teachers tape or create materials at home
KRMA	2-3 computers internet access TV
KRMA	3-4 computers with Internet access TV with cable
KRMA	One 1gig/16 meg ram per classroom with Internet Access
KRMA	5 Windows 95 Pentium computers with CD-Roms or 1 DVD, LAN, TV & VCR, cable TV, telephone per classroom. Each teacher also has a

<b>PBS Station</b>	<b>6. Classroom media equipment</b>
	laptop computer.
KRMA	I work for the Instructional Services Unit of Jefferson County Public Schools as a math resource teacher. I work with teachers in many schools with varying technological resources. Most classrooms have computers, at least one of which has internet access
KRMA	iMac lab of 27 student computers, one teacher station, one G-3 Lab workstation, HP color laser printer, one projector, one scanner all networked.
KRMA	2 computers, TV with cable, overhead projector
KRMA	Cable-ready television VCR Overhead Projector 1-3 computer stations
KRMA	2 computers, TV, telephone, cable, vcr, video camera, overhead, and hookup for computer with a TV monitor
KRMA	Computers, access connection, TVs cable

<b>PBS Station</b>	<b>6. Classroom media equipment</b>
LPB	Computers, printer, Internet access, TV/VCR
LPB	The School Board houses 20 computer stations, smart board, and infocus camera for training.
LPB	The classroom has about 3 computers. The computer lab has about 30 computers. Every classroom has a TV. And cable.

<b>PBS Station</b>	<b>6. Classroom media equipment</b>
METV	Quad ATM at main router with fiber to immediate outlying schools, and T1 connections to all schools. An average of 2.8 computers per classroom (3,000+ total)
METV	PC's, T1 Internet access, TV's
METV	All classrooms in the district have at least one multimedia computer for teacher and student use. All classrooms also have two drops for Internet connection. Most of the elementary classrooms have a television.
METV	Computers, TVs, cable, scanners, digital cameras, averkeys
METV	Computers, TVs
METV	An
METV	Computers with Internet Access, Electronic Classroom, Wireless Access, Mobile Labs

<b>PBS Station</b>	<b>6. Classroom media equipment</b>
MPT	6 Dell Optiplex Pentium III's 11 IBM Thinkpad's 1 LCD projector 1 visualisor connected to cable TV with VCR 1 network printer

<b>PBS Station</b>	<b>6. Classroom media equipment</b>
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NHPTV	Not applicable
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<b>PBS Station</b>	<b>6. Classroom media equipment</b>
WDCQ	Some math classrooms are hot", so we can bring in a computer and access the web. We also have computer labs available to reserve for a class. They contain 15 - 24 Macs or PCs, and all are internet capable. "

<b>PBS Station</b>	<b>6. Classroom media equipment</b>
WVIZ	We have a computer lab with 30 or so computers, which have internet access.
WVIZ	We had computers without internet access, TV with cable
WVIZ	Computers, Internet Connection, Smart Boards, TV's, VCR's, DVD players, automated library catalog and circulation system
WVIZ	2 computers cable internet access TV 1 TV
WVIZ	Macintosh and Apple 2e Internet connections but not to the computers in my room.
WVIZ	High Ebd fiber and software and projection systems
WVIZ	Varies from school district to school district across the county I serve.

<b>PBS Station</b>	<b>6. Classroom media equipment</b>
	12 multimedia computers, 1 presentation station with projector, whiteboard, Internet T-1 connection
	24 IBM Celluron computers, color printers, scanner, internet access.
	Computer, projector, smart board, TV
	2-3 computers per classroom - 1-2 online access (ISDN line); scan converters in many classrooms; cable in some classrooms; TVs in all classrooms.
	TV's, cable, some computers
	IBM Compatible computers and wall-mounted TV's, overhead projectors, video converter boxes
	One computer classrooms, TV/VCR

**7. Professional Development for Other Educators: What are the activities in which you participated during the 2000-2001 school year**

Respondents were asked which types of professional development they did during the 2000-2001 school year. The options were other technology professional development (not TeacherLine). Seventy respondents indicated they had participated in

this type of professional development. College credit courses toward an advanced degree was the second option. It was chosen by only 26 respondents.

Respondents were also asked how many hours they spent in all types of technology-related professional development. The mean response was 45.153 hours. (See Table 49.)

**Table 49: Professional Development for Other Educators**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Pro Dev Other tech 2 Yes7a	2.000	0.000	0.000	70	2.000	2.000	23
Pro Dev Other tech 1No 7a	1.273	.456	.097	22	1.000	2.000	71
Pro Dev College 2 Yes 7b	1.115	.326	.064	26	1.000	2.000	67
Pro Dev College 1 No 2 7b	1.000	0.000	0.000	48	1.000	1.000	45
Pro Dev Hours 7c	45.153	64.562	7.003	85	0.000	400.000	8

## **8. My experience with using technology to support instruction in my classroom or institution**

Respondents were asked about their experience is using technology to support instruction either in their classroom or the institutional experience. The choices were a) None; b) Limited to the 2000-2001 NCTM Academy nine-week follow-up or NCTM Virtual Academy; c) Limited to the TeacherLine Professional Development in which I'm about to participate; d) Moderate: have used technology in my classroom for up to two y ears; and e) Extensive; have integrated technology into my classroom for more than two years.

Forty-eight respondents indicated that their experience was extensive. Twenty indicated that it was moderate. (See Table 50.)



**Table 50: Experience with using technology to support instruction**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Use tech class 8a	1.000	0.000	0.000	7	1.000	1.000	85
Use tech NCTM 8b	1.000	.	.	1	1.000	1.000	91
Use tech TL 8c	1.000	0.000	0.000	5	1.000	1.000	87
Use tech mod 8d	1.000	0.000	0.000	20	1.000	1.000	72
Use tech ext 8e	1.000	0.000	0.000	48	1.000	1.000	44

**9. How much has using instructional technology changed the way you teach your classes or conduct your work on a daily basis? Other Educators**

Respondents were asked how much using instructional technology had changed the way they taught their classes or conduct their daily work. They were asked to respond on a scale of one to four, where one was “not at all” and four was “greatly.” The mean response was 3.072 indicating that instructional technology had changed their work day “quite a bit.” (See Table 51.)

**Table 51: How much has using instructional technology changed the way you teach your classes or conduct your work on a daily basis? Other Educators**

	Tech changed teach 1-4 9
Mean	3.072
Std. Dev.	1.010
Std. Error	.111
Count	83
Minimum	1.000
Maximum	4.000
# Missing	10

**10. What percentage of the time do you think you act in each of the following roles? Other Educators**

Respondents were asked what percentage of time they act in each of the following roles; lecturer, coach, mediator, and facilitator. The columns of percentages were totaled. Other educators indicated that they spent the most time in the role of coach

(78.50). This was followed by facilitation at 91.62 and lecturing at 78.50. The role of mediator was 13.40. (See Table 52.)

**Table 52: What percentage of the time do you think you act in each of the following roles? Other Educators**

Role	Totaled Percentages
Lecturer	78.50
Coach	110.03
Mediator	13.40
Facilitator	91.62

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Lecturer % 10a	.853	5.222	.544	92	0.000	50.000	1
Coach % 10b	1.196	6.305	.657	92	0.000	50.000	1
Mediator % 10c	.146	.137	.014	92	0.000	.500	1
Facilitator % 10d	.996	6.224	.649	92	0.000	60.000	1

**11. How many hours per week does an average student use a computer for assigned work: Other Educators**

Respondents were asked how many hours per week an average student uses a computer for assigned work in the classroom or computer lab. They indicated a mean response of 3.337 hours in the classroom and 4.553 hours in a computer lab. (See Table 53.)

**Table 53: How many hours per week does an average student use a computer for assigned work: Other Educators**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Classroom 11a	3.337	4.589	.592	60	0.000	20.000	33
Computer lab 11b	4.553	7.675	.945	66	0.000	45.000	27

**12. How many hours per week does an average student use the Internet for assigned work? Other Educators**

Respondents were asked how many hours per week an average student uses the Internet for assigned work in the classroom a or computer lab. They indicated a mean

response of 2.453 hours in the classroom and 4.024 hours in the computer lab. (See Table 54.)

**Table 54: How many hours per week does an average student use the Internet for assigned work: Other Educators**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Classroom 12a	2.453	3.460	.450	59	0.000	20.000	34
Computer lab 12b	4.024	8.222	1.044	62	0.000	45.000	31

**13. How often do you use each of the following with your students or co-workers? Other Educators**

Respondents were asked how often they used specific equipment and computer applications with students or co-workers. The frequency was indicated by “never” which received one point, “monthly” which received two points, “weekly” received three points, and “daily” received four points. Specified equipment included computers which received the highest mean response of 3,637; TV/VCR received a mean response of 2.446; digital cameras received a mean response of 2.242; and VHS camcorders received a mean response of 1.957. (See Table 55.)

Specified software applications included word processing which received the highest mean response of 3.565. E-mail which received a high mean response of 3.511. Web browsers received a mean response of 3.457 and presentation software was the lowest at 2.489. (See Table 55.)

**Table 55: How often do you use each of the following with your students or co-workers? Other Educators**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Computer 13a	3.637	.910	.095	91	.500	5.000	1
Digital Camera 13b	2.242	1.026	.108	91	1.000	4.000	1
VHS Camcorder 13c	1.957	.937	.098	92	1.000	4.000	0
TV/VCR 13d	2.446	1.031	.107	92	1.000	4.000	0
E-Mail 13e	3.511	1.011	.105	92	1.000	4.000	0
Presentation 13f	2.489	.966	.101	92	1.000	4.000	0
Word Processor 13g	3.565	.816	.085	92	1.000	4.000	0
Web Browser 13h	3.457	.931	.097	92	1.000	4.000	0

**14. Rate your comfort level with using an application alone and using it with students or co-workers: Other Educators**

Respondents were asked to rate using software applications alone and with others. Respondents ranked the use from low which received one point to high which received four points. In each case the score was higher when using the software application alone than with using it with others. E-mail received a high score of 3.783 when used alone compared with 3.620 when used with others. Presentation software received 3.261 when used alone as compared with 3.109 when used with others. Word processing software received 3.739 when used alone as compared with 3.554 when used with others. We browser applications received 3.598 when used alone as compared to 3.456 when used with others. These scores were higher than those for the teachers taking survey 1a. (See Table 56.)

**Table 56: Rate your comfort level with using an application alone and using it with students or co-workers (on a scale of 1-4 where four is high); Other Educators**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
E-Mail 14a	3.783	.531	.055	92	2.000	4.000	1
Presentation 14b	3.261	1.078	.112	92	1.000	4.000	1
Word Processor 14c	3.739	.552	.058	92	2.000	4.000	1
Web Browser 14d	3.598	.771	.080	92	1.000	4.000	1
E-Mail 14e	3.620	.782	.082	92	1.000	4.000	1
Presentation 14f	3.109	1.133	.118	92	1.000	4.000	1
Word Processor 14g	3.554	.761	.079	92	1.000	4.000	1
Web Browser 14h	3.456	.889	.094	90	1.000	4.000	3

**15. Please describe how you feel about student achievement being enhanced by instructional technologies: Other Educators**

Respondents were asked to describe how they felt about student achievement being enhanced by instructional technologies. The answers given by respondents in the survey of Other Educators were very similar to those given to the same question asked of Teachers. (See 1a pre-15). Approval of, and enthusiasm about, the use of instructional technologies to enhance student achievement was extremely high. Those surveyed cited higher student interest, teachers' ability to teach to all learning styles, access to more information, engagement of students as participants in their own learning, improved student achievement, and student pride in being able to create a better final product, as reasons for their support of technology integration. Several called the use of technology "essential." The only difference between this group of respondents and the teachers group is that these educators were somewhat more likely to offer the variety of learning styles addressed by technology as the primary reason for their approval, and somewhat less likely to also say, "and I wish I knew more about it."

The caveats that accompanied this group's approval, again, were markedly similar to those of the first group, and were given somewhat more frequently. "If it is used correctly, as a tool," was the most common caution. Said one, "Technology for technology for technology's sake is not good education." Other reservations named were

the need for significant staff development; one answered this question with, "There are many opportunities for teachers to enhance student achievement by using technology. However, I think many teachers do not know how to take advantage of them." Only two expressed concern that technology would enhance some skills and knowledge at the expense of other more traditional ones. (See Table 57.)

**Table 57: Student Achievement Enhanced By Technologies: Other Educators**

<b>PBS Station</b>	<b>15. Student achievement enhanced by technologies.</b>
IPTV	I am a strong advocate of teaching and learning with instructional technology. As an administrator in a small rural district I find that we are able to make connections to the rest of the world that would never be possible otherwise!!
IPTV	I think it offers great possibilities.
IPTV	When technology works it is wonderful...when it doesn't work it is frustrating and the teacher needs to have a back up plan

<b>PBS Station</b>	<b>15. Student achievement enhanced by technologies.</b>
KAET	Technology is a vital component in education. It provides a wealth of knowledge and information for students to access, use and participate in.
KAET	Instructional technology opens the door for a significant increase in student achievement. Teachers often change their pedagogy to a more student-centered approach, and students often feel more motivated when using technology in class. These factors positively affect student achievement.
KAET	Student achievement changing is not my main concern. Learning how technology is a tool that can be used to enhance the learning process or get the job done more effectively and efficiently is what I try to do.
KAET	The way to higher education.
KAET	Students live in a world surrounded by technology and they need to know how to use it.
KAET	I love it! I think student achievement will be increased with appropriate use of instructional technologies. Natural integration of technology needs to occur with all curriculums. Technology should be incorporated daily, in each lesson - as it fits naturally." The difficulties come with teachers who view inst. tech as an escape from the curriculum being taught. Those teachers need a paradigm shift through professional development means such as TeacherLine."
KAET	Technology should be infused into all aspects of a student's education. Technology can definitely increase student achievement when implemented successfully.

<b>PBS Station</b>	<b>15. Student achievement enhanced by technologies.</b>
KCET	Technology allows students immediate access to information. Students expect a technology-based experience in today's education world.
KCET	I feel that instructional technologies must only be used to assist in the delivery of core content and the completion of core content assignments, not as a course in itself; especially in K-12 education. I also think that juniors and seniors should be offered courses in computer maintenance and networking.
KCET	Very positive, but the resources must be readily available and the software must be appropriate.
KCET	I think it's wonderful and more training is needed for students and teachers.
KCET	Students should have access to technology along with an appropriate problem-solving curriculum. Graphing calculators are important tools for the mathematics classroom. Teachers should not be afraid of learning technology from their students.
KCET	I keep hoping. We are using it more despite some disadvantages.

<b>PBS Station</b>	<b>15. Student achievement enhanced by technologies.</b>
KCPT	Instructional technologies: a) Are easily adapted to multiple intelligences of students, b) create an interesting, engaging learning environment to foster success, and c) Enhance discovery learning to promote problem solving skills.
KCPT	The information available through the use of technology is overwhelming. When used to it's greatest potential the information that students receive is unlimited. I think technology should be used on a daily basis.
KCPT	I believe that using instructional technologies is an excellent tool for enhancing instruction as well as providing remediation activities. Both the computer and video are alternative ways to reinforce or present new information on a subject.
KCPT	Student achievement can be greatly enhanced with technology when properly used with lessons.
KCPT	I feel students can benefit greatly if a computer is used correctly to enhance the learning experience. I feel students tend to be more creative on a computer than on paper and pencil activities. With the Internet as a resource, the achievement is endless.
KCPT	I believe student achievement as well as motivation increased greatly through the use of technology (computer, TV information, etc).
KCPT	Technology can move at the students' own pace without fear of criticism. I believe that allows for the enhancement of student achievement.
KCPT	I feel it is invaluable as a resource for information and for developing writing skills. It is also helpful as a tutorial.
KCPT	I am very open and anxious to explore this.
KCPT	I feel it is crucial that students be exposed and encouraged to be a part of technological opportunities and advances. Not only will it help them in their academic endeavors, but make them more comfortable in the technological changes that are coming down the pike.

<b>PBS Station</b>	<b>15. Student achievement enhanced by technologies.</b>
KCPT	Curriculum area assignments require keyboarding skills that students have not been obtained at the seventh grade level. Much creativity has been lost due to technology.
KCPT	Student achievement can be greatly enhanced by the visual, auditory, and hands-on aspects of instructional technologies.
KCPT	I feel it is another way to touch different learning styles, which helps more students achieve.
KCPT	They are very much related. In working with students in the library media center, I can see how students feel good about their work after they have completed a project on the internet or with a word processor.
KCPT	Helpful to students. Offers them alternative ways to complete assignments. Attracts at risk students
KCPT	Student achievement being enhanced by instructional technologies is very vital to student outcomes

<b>PBS Station</b>	<b>15. Student achievement enhanced by technologies.</b>
KRMA	Student achievement through the use of technology is vital to a well-rounded education. Students need to be proficient in their use of all technology.
KRMA	Students are the natives of technology, adults are the immigrants. Students expect to use technology as part of their daily living and learning environment. They need to use the technology as a tool toward their learning goals. The technology cannot only act as a motivator for learning; it can also act as an assessor of learning. Children are more likely to edit and modify work if the tool is available. The task becomes less daunting.
KRMA	I think student achievement is greatly enhanced by technology. Their exposure to an almost unlimited supply of resources is phenomenal and has strong implications for student success.
KRMA	I believe that while it may be difficult to measure, students do improve skills with a greater use of technology. Students who respond to different teaching styles and learn through a variety of modalities are generally more successful when a teacher uses technology to deliver curriculum.
KRMA	I believe technology can have a great impact on student learning and student achievement. So much information is available on the web and when students have opportunities to tap into that information their learning is enriched.
KRMA	I believe that technology can assist in increasing student's achievement because technology opens new concepts and ideas. I also think that some technologies have created gaps between what students used to learn and what they learn now. We need to find a happy medium and great a well-rounded system.
KRMA	Teachers need significant staff development to integrate technology at a level where we will begin to see a difference in student achievement. I believe technology holds great promise if we use it effectively and across the curriculum, K-12.
KRMA	Integrating technology into daily learning can be a valuable learning tool
KRMA	Instructional technologies when used correctly increase student



<b>PBS Station</b>	<b>15. Student achievement enhanced by technologies.</b>
	achievement.
KRMA	Instructional technology can be a tool to support student learning.
KRMA	I believe there is potential for student achievement to be affected by instructional technologies is used effectively in instruction.
KRMA	There are many opportunities for teachers to enhance student achievement by using technology. However, I think many teachers do not know how to take advantage of them.
KRMA	Student achievement can be greatly enhanced by instructional technology if used in the correct and appropriate manner. It needs to support the discipline in which it is being used. Teachers and students must feel comfortable using it to begin with.
KRMA	I feel that most students achieve a higher standard of learning by understanding how to integrate technology with standard classroom practices. Students who can research online and then word process the project produce a higher quality product. This allows students who have poor fine motor skills to show a completed project they can be proud of.
KRMA	Higher interest levels
KRMA	Considering the limitations of the Internet and hardware for teachers, the integration of computer use is limited by space, funds, and knowledge. Filtering sites for students is also an ever-present moral and ethical issue to be considered. Student achievement can be enhanced by providing interactive sites (i.e. field trips) and immediate supplies of information that could not have been explored five years ago. I think the possibilities are endless.
KRMA	Students need to think of technology as a tool, which supports what they want to accomplish rather than a separate content area.
KRMA	Important aspect of education

<b>PBS Station</b>	<b>15. Student achievement enhanced by technologies.</b>
LPB	I feel that student achievement can be greatly enhanced by the effective use of instructional technology in the classroom. However, teachers need to plan carefully for the implementation of technology into their lessons for this to happen.
LPB	Instructional technologies are a must" for student achievement. The at-risk child should be exposed to technology daily in order to accommodate all learning styles."
LPB	I feel that using technology to enhance a child's learning is wonderful.

<b>PBS Station</b>	<b>15. Student achievement enhanced by technologies.</b>
METV	Go for it! Teachers taught well and willing to use technology can greatly benefit students
METV	I feel it is VERY important to have technology integrated into the curriculum.
METV	I strongly believe that student achievement would be enhanced by the use of instructional technologies. Students become active, rather than passive, learners.
METV	I think that it will open up a whole new learning opportunity for our

<b>PBS Station</b>	<b>15. Student achievement enhanced by technologies.</b>
	students.
METV	Great
METV	Today's world is governed by technology. We must provide our students with the knowledge of technology.
METV	Critical to current and future student achievement.

<b>PBS Station</b>	<b>15. Student achievement enhanced by technologies.</b>
MPT	I believe technology is an essential aspect of instruction.

<b>PBS Station</b>	<b>15. Student achievement enhanced by technologies.</b>
NHPTV	I will be teaching a graduate course at UNH this fall and using Blackboard to enhance the traditional coursework.

<b>PBS Station</b>	<b>15. Student achievement enhanced by technologies.</b>
WDCQ	In my math classes, computers with web access can allow us access to live" data and more relevant information. "

<b>PBS Station</b>	<b>15. Student achievement enhanced by technologies.</b>
WVIZ	I agree
WVIZ	I feel good about the movement toward technology.
WVIZ	Important, but should be aware that this is another tool Technology for technology for technology's sake is not good education.
WVIZ	It works really well for special needs students
WVIZ	I teach at-risk students in small groups. I use computers for tutorial, extension and practice.
WVIZ	I believe that technology is the avenue that allows all students to integrate and use their learning styles as they learn. Owing to that fact alone it will clearly have a positive effect on their achievement.
WVIZ	Would like to have evidence that that is happening, and specific information about how, how often, and what is being done. (Software, hardware, etc.)
WVIZ	If used as a tool to access, organize, analyze and communicate information and ideas as a part of the regular curriculum - technology has tremendous power to motivate students
WVIZ	Technology is a tool that can be successfully integrated into the curriculum. This is just another resource to increase student achievement.

<b>PBS Station</b>	<b>15. Student achievement enhanced by technologies.</b>
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PBS Station	15. Student achievement enhanced by technologies.
	Tech provides a great way to impact student achievement, motivation, and productivity.
	Technology is a tool and is only as effective as the teacher delivering or integrating it.
	It offers them a more broad scope towards learning. Using technology in my classroom has been a great experience for all involved.
	I have used Blackboard with students in the university course that I teach and it has enhances their feelings of control over the course. I place all links, paperwork, and grades on line. They know where they stand every week and are very appreciative of that ability.
	If used correctly, as a tool to enhance the learning process, technology has the potential to greatly impact student achievement.
	I feel good about it.
	Basic and essential to the attainment of student learning objectives and district educational goals.
	Technology has great potential for improving student learning when used appropriately.
	The purpose of the LINCS program is to enhance standards-based lessons with technology. So I feel that student achievement can be greatly enhanced by instructional technologies.
	Hopefully, the more teachers use technology this will excite students in becoming willing participants and enhancing their learning and more in-depth learning will take place.

**16. What have been your concerns and challenges in adding technology to your instructional program? Other Educators**

Respondents were asked about their concerns and challenges in adding technology to the instruction program. The means to provide ongoing teacher training and staff development was the challenge most often named by these respondents. Lack of sufficient time or funds (or both) were the biggest factors in this challenge. Related answers named challenges that might be addressed by staff training and development. Teacher apprehension about technology, teachers unwilling to change their pedagogy or to learn something new, teachers' fear of knowing less about technology than their students, teachers unaware of the benefits of technology, and some instructors' temptation to use computers as a "babysitter," or solely for drills were all listed as problems.

The times when the technology simply "doesn't work" was the second common challenge named; respondents acknowledged that problems with hardware, software, delivery and connections meant that additional time, energy and effort was required to make integration of technology successful. Several said that having a "back-up plan" or a "Plan B" was a necessity in the event of technology failure, and one for which they didn't have time.

The final impediment mentioned was lack of equipment, and not having the money to purchase what was needed. (See Table 58.)

**Table 58: Concerns And Challenges In Adding Technology: Other Educators**

<b>PBS Station</b>	<b>16. Concerns and challenges in adding technology</b>
IPTV	Providing ongoing teacher training and funding instructional technology hardware/software in the district is my biggest challenge.
IPTV	My comfort level
IPTV	Time to develop the back up plan if the technology doesn't work and time to practice the new skills as I learn them

<b>PBS Station</b>	<b>16. Concerns and challenges in adding technology</b>
KAET	I can use technology for myself, however my comfort level to show others is low because I do not have confidence in my knowledge.
KAET	Technical difficulties are always a consideration as technology is never a sure thing. (A network can crash; a web site becomes unavailable.) I also find that many colleagues are apprehensive about adopting technology in their classrooms.
KAET	Is it appropriate for the task, is it dependable and do I have a plan B.
KAET	With no firewalls students must be monitored. It is too easy for them to get distracted and go to other sights, etc.
KAET	My greatest concern is getting teacher buy in" to use technology"
KAET	Concerns mostly stem from troubleshooting technology to keep it running and performing when we need it. The applications don't concern me - unless teachers inappropriately use them. I think the biggest challenge we face as educators is collaborating with our students to use technology in the classroom - and being open to the fact that many times, the students know more than we do - or can be just as good at teaching us! Some educators feel threatened by that and I think as a technology inservice leader - I need to help educators understand (?) and overcome those fears - if possible.
KAET	Cost is a large consideration. Another factor purchasing technology to meet needs instead of purchasing technology just to say that we have it.

<b>PBS Station</b>	<b>16. Concerns and challenges in adding technology</b>
KCET	How do we use technology effectively? What do we do with the technology?
KCET	The biggest is money. The second is equipment and software maintenance and upgrades. The third is effectively integrating the use of technology into lessons. The fourth is getting teachers at each grade level doing it.
KCET	In our school we have some specially funded programs that use technology but the average classroom is limited by lack of equipment or software.
KCET	It has taken a long time for our computers to be connected to the Internet. It is difficult to keep updated computers in the classroom.
KCET	I do not spend enough time learning technology, because it's not my highest priority. It is only when I attend trainings that I am forced to learn more I would like the opportunity to attend more technology trainings.
KCET	Website use--chat rooms, contact with students from other campuses.

<b>PBS Station</b>	<b>16. Concerns and challenges in adding technology</b>
KCPT	KCPT Facilitator Training 6/18/01 - Completed this survey when I began the online course for facilitators. Concerns: Time and money needed to provide the best instructional solutions. Challenges: Necessary staff development training needed to increase staff member's knowledge and awareness of the benefits of instructions technologies.

<b>PBS Station</b>	<b>16. Concerns and challenges in adding technology</b>
KCPT	Those students have the knowledge to know where to search and find the information they need. They sometimes get into sites and they're not sure how they got there.
KCPT	The biggest challenge I hear our teachers say is when the server is down and they have planned a lesson around an internet site (WebQuest). This doesn't happen very often but if it's your plan for the day, it's a crisis.
KCPT	Incorporating technology in instructionally appropriate ways so that students learn and benefit from the use of technology not just a place to play are great challenges.
KCPT	I work with teachers in the use of computers with their students and feel some teachers abuse computers as babysitters rather than the valuable tool they can be. I also worry that some students do not ask for help as so many of their peers are computer savvy. I know teachers use the lab so they look more computer savvy and do not attend the necessary training to really complete projects rather than simple activities with their students.
KCPT	Enough equipment for students and professional development for teachers.
KCPT	The wide variety of computer experience and knowledge of instructors. If a teacher shows fear of the technology, it is reflected in how he or she transfers these fears to the students.
KCPT	MONEY!!
KCPT	Access to needed equipment. Knowledge needed by staff to implement.
KCPT	Systems that are down and problems that naturally occur in technology can be frustrating, especially in a classroom setting with the kids waiting anxiously for the lesson.
KCPT	Damage to equipment, escape mechanism to avoid basic disciplines of work ethic.
KCPT	Having access to up-to-date, functioning equipment with enough space and time for use with students.
KCPT	Not enough computers with up-to-date internet browsers for accessing current websites. Not enough time in my schedule.
KCPT	In our middle school, we presently have very limited space for students to do research or do word processing. That is my main concern.
KCPT	Students print out information without reading or evaluating text, often copy and present as own work.
KCPT	My concerns and challenges have been lack of equipment and teacher training

<b>PBS Station</b>	<b>16. Concerns and challenges in adding technology</b>
KRMA	None
KRMA	Adults need to change their pedagogy in order to support the way the natives" learn. I find that many adults are afraid the kids know more about technology than the adults, so they fear open the Pandora's box. Teachers need to get beyond the "sage on the stage" mentality and accept that they don't need to know it all to teach it. They simply need to direct (facilitate) the learning environment to allow discovery and

PBS Station	16. Concerns and challenges in adding technology
	synthesis. "
KRMA	The biggest challenge was trying to integrate technology with limited resources available. Scheduling was difficult because there was only one computer or no time in the computer lab available. My training was mostly self-discovery, which is also a drawback.
KRMA	My greatest concern is getting other teachers to incorporate technology more frequently into their curriculum.
KRMA	One challenge is having hardware that works properly. It seems that whenever I planned using a piece of technology as part of instruction the server was down or the battery was dead on the video camera etc. Another challenge is having the time to browse sites, preview materials, and plan instruction-using technology.
KRMA	As mentioned above, Technology has created a gap in some areas. For example, I did a unit on writing business letters with my fifth graders. Almost 3/4 of my grade level did not know how to write an address in the correct three or four line form. Many could not properly address an envelope. Email has created this gap. Everyone emails instead of
KRMA	We have had difficulty conveying the use of technology is interactive, not a baby-sitter, for students, especially at the elementary level. We also have significant difficulties with access and support of technology at the elementary level. For middle and high schools we struggle to integrate technology into standards-based curriculum. Students often experience technology in a skills-based environment.
KRMA	Not enough equipment or time available for use during the school day Not enough time for adequate training or exploration for teachers
KRMA	Concern - teachers who use technology in lab settings for drill and practice or who use labs so students can all be doing the same thing at the same time. Teaching students to use an application is not technology integration.
KRMA	Funding Time for staff development
KRMA	Always need to have a plan B in case technology doesn't work. Getting teachers to lecture less and use centers in order to allow students equitable access to computers in the classroom.
KRMA	It takes a lot of time to learn the technology and be comfortable with it before using it with students. It takes adequate equipment and a teacher who is willing to try something new.
KRMA	Not enough support Not enough time to prepare
KRMA	Having my staff understand that by integrating technology into their classroom curriculum that they will enhance student learning, enrich their curriculum and actually ease their final workload. We are trying to introduce web quests for major study units allowing the faster students to extend their knowledge, the absent student to receive the same knowledge and the student who need to hear things repeated the opportunity to listen the information as often as needed.
KRMA	Availability of computer/time
KRMA	Funds Training, Teacher/Students On-going LAN/WAN support Hardware support and upkeep Time Resources (physical setting) Money!
KRMA	Advanced training to understand why things work the way they do rather than just being trained how to use tools.

<b>PBS Station</b>	<b>16. Concerns and challenges in adding technology</b>
KRMA	Lack of technology

<b>PBS Station</b>	<b>16. Concerns and challenges in adding technology</b>
LPB	My main concern is the lack of funds with which to purchase and/or upgrade classroom equipment, such as computers, printers, networking, etc.
LPB	The expense is the main challenge of our school system. Upgrades are constant in this technology age. Training teachers would be the next challenge.

<b>PBS Station</b>	<b>16. Concerns and challenges in adding technology</b>
METV	Money for equipment and time to train
METV	Money, Money, Money Training, Training, Training
METV	Classroom management, cooperative learning strategies, classroom arrangement for centers, use of only one computer with entire class
METV	Security, safety
METV	Acceptance

<b>PBS Station</b>	<b>16. Concerns and challenges in adding technology</b>
MPT	Lack of hardware and software.

<b>PBS Station</b>	<b>16. Concerns and challenges in adding technology</b>
NHPTV	Labor intensive to get started.

<b>PBS Station</b>	<b>16. Concerns and challenges in adding technology</b>
WDCQ	Time is the biggest factor. In a curriculum that is already overcrowded, it's hard to find time to do anything more.

<b>PBS Station</b>	<b>16. Concerns and challenges in adding technology</b>
WVIZ	Finding the time to integrate it with the curriculum and having the knowledge and experience to present it comfortably.
WVIZ	Most of the students are the have knots. So when they are at home they don't have the equipment needed to do alot of things.
WVIZ	Slow internet connection, lack of adequate electrical connections, lack of equipment, lack of time to learn how to use technology on the job
WVIZ	I feel inadequate at times and am working to crease my skills. In
WVIZ	I would like to have internet access in my room.



<b>PBS Station</b>	<b>16. Concerns and challenges in adding technology</b>
WVIZ	Money to provide the teachers the equipment and the skills that will allow them to use the equipment in their teaching
WVIZ	Time for staff development Lack of interest, commitment, or comfort of teachers we wish to reach Lack of evidence that this will make a difference in student achievement.
WVIZ	Time to learn how to use technology effectively & time to plan, limited availability of resources for hardware & software, slow or inoperable network connection

<b>PBS Station</b>	<b>16. Concerns and challenges in adding technology</b>
	Money to support an optimum arrangement of computers and peripherals; teachers not knowing how to integrate technology into the curriculum, especially if they have access to only a limited number of computers. Classroom management is a huge issue.
	Time and money. The support must be there from the top down. Accountability, evaluations, assessments not in place.
	When to use it. How often. How to evaluate the learning. How to give equal access to all.
	Some students cannot access and can't quite figure it out.
	Teacher resistance.
	The human element of interaction.
	Modern equipment, enough staff development time, and attitudes for change at all levels of instruction.
	I am working with teachers in 6 north Louisiana schools to develop standards-based lessons with technology-rich applications. This is a step-by-step implementation of the addition of technology for the teachers. Trainings are given in the summer, and then follow-up is given throughout the school year.
	I have been working with training teachers in Technology and Curriculum Integration for the pas two year. Concerns and challenges include technology being time consuming and teachers having to become technical to effectively use technology.

**17. Home computer: Please indicate the computer equipment you use at your home: Other Educators**

Respondents were asked to indicate the computer equipment they used at their home and whether they would work on TeacherLine primarily at home or at school. Seventy six respondents used PCs at home and 26 used Macintosh. Of the 61 who indicated that they had a modem, only 12 indicated that they had a 56k or 90 k modem. Thirty-four respondents had a cable modem or DSL connection. Seventy-nine

respondents had printers. The mean for number of computers in the home was 1.795 with the maximum of four computers. Working at home or at school on TeacherLine professional development was fairly evenly split with 45 indicating they would work at home and 41 indicated they would work at school. (See Table 59.)

**Table 59: Home computer: Other Educators**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Win 95/98 17a	2.026	.229	.026	76	2.000	4.000	16
Mac 17b	2.038	.196	.038	26	2.000	3.000	66
Modem 17c 1	2.000	0.000	0.000	61	2.000	2.000	31
56k/90k 17c2	2.000	0.000	0.000	12	2.000	2.000	80
Cable/DSL yes 2 17d	2.000	0.000	0.000	34	2.000	2.000	58
Printer yes 2 17e	2.000	0.000	0.000	79	2.000	2.000	13
Printer no 1 17e	1.333	.516	.211	6	1.000	2.000	86
Home Computers 17f	1.795	.912	.097	88	0.000	4.000	4
Work primarily home 17g	1.000	0.000	0.000	45	1.000	1.000	47
Work primarily school 17g	1.976	.156	.024	41	1.000	2.000	51

## **2b Other Educators Post-Evaluation Survey**

After the other educators spent approximately eight hours reviewing the TeacherLine materials and resources, they were asked to respond to a brief post workshop survey. It contained the same six questions posed to the teachers in survey 1b.

### **1. How is PBS TeacherLine providing effective strategies and resources to improve teaching and learning practice in your classroom or institution? Other Educators**

Other Educators were asked how TeacherLine was providing effective strategies and resources to improve teaching and learning practice in your classroom or institution. Several others responded that it was, “Too early to tell,” but an overwhelming majority singled out the “any time” and self-paced aspects of on-line training for teachers who had limited hours as an effective strategy for improving their teaching. The increased availability of professional development opportunities through TeacherLine, and the ease of access to an array of on-line resources not otherwise available were repeatedly praised. The variety of additional teaching and presentation strategies and new ideas offered by TeacherLine was also mentioned frequently. Two saw the cost-effectiveness of online training as an important factor. Several said they thought the math lessons were “great,” others were pleased that the materials met their state’s instructional standards. Only one of the 58 participants answered this question by saying, “I am totally frustrated.” (See Table 60.)

**Table 60: How TeacherLine providing effective strategies: Other Educators**

<b>PBS Station</b>	<b>1. How TeacherLine providing effective strategies</b>
IPTV	The training has helped me brush up on old technology skills and learn new skills. I am anxious to start the math module.
IPTV	It will provide a different format by which I will access new information.
IPTV	Integrates technology with math

<b>PBS Station</b>	<b>1. How TeacherLine providing effective strategies</b>
KAET	Allowing teacher to easily access another medium through which they can take classes. ASSET is providing continued contact and support to our pioneering facilitators.
KAET	TeacherLine is provided anytime, anywhere" learning opportunities for teachers to learn to integrate technology"

<b>PBS Station</b>	<b>1. How TeacherLine providing effective strategies</b>
KCET	Online training will benefit teachers with limited time. Online collaboration will connect more teachers more effectively.
KCET	The web resources are good. I liked the personal assessment tools and the strategies to develop site level and district level plans (included in the modules tab) complete with graphs of results.
KCET	TeacherLine is easy to use and provides good resources.

<b>PBS Station</b>	<b>1. How TeacherLine providing effective strategies</b>
KCPT	TeacherLine training June 18, 2001 - KCPT Creating an awareness of how professional development can be done 24/7. The modules contain a variety of instructional strategies that could be directly related to student learning.
KCPT	I have received additional information about where to find Math information that will help me when dealing with classroom teachers.
KCPT	Great tool for learning about technology use in the classroom. The modules look very thorough and very organized. Looking forward to start working on one.
KCPT	The PBS TeacherLine allows me to work on areas and skills I want to improve at my own pace not on my district's schedule.
KCPT	For the money, I don't know if there is anything comparable out there. As the person in charge of Tech PD in our district, I am thrilled to find this tool for our teachers!
KCPT	Training for district personnel as well as having trainers in the district.
KCPT	Providing cost effective online courses on instructional and educational technology.
KCPT	Providing resources tied to the Missouri Frameworks. Providing students opportunities to develop critical thinking skills and work together cooperatively. Providing teachers with ideas to integrate technology to

<b>PBS Station</b>	<b>1. How TeacherLine providing effective strategies</b>
	their curriculum.
KCPT	Providing resources linked to the frameworks. Providing an abundance of information available to educators for use within the classroom.
KCPT	They are offering many classes for teachers to utilize in their classrooms.
KCPT	I am totally frustrated.
KCPT	It is showing teachers new and different ways to bring technology into their classrooms and professional development.
KCPT	PBS TeacherLine is allowing hands on learning and resources for educators.
KCPT	Many teachers in my building are either afraid to use computers or they haven't had a computer in their classroom to use in the past. I think if they have something like TeacherLine where they can get professional help in using the computer in their classroom they will. (Hopefully)
KCPT	This will allow teachers an easy way to take classes to facilitate changes in their classroom.

<b>PBS Station</b>	<b>1. How TeacherLine providing effective strategies</b>
KRMA	The information at the training showed me ways I could help teachers access a very valuable resource. As a math specialist, I intend to show teachers the many math sites available.
KRMA	Right now nothing is occurring because the school year is ending.
KRMA	The strategies and resources are too numerous to mention. I have plans to introduce TeacherLine in all our staff development offerings, with suggestions for its use. We will also offer the service to our teachers this fall.
KRMA	The math lessons are great! Teachers receive background information (NCTM standards, etc.), get good lessons, and have a chance to collaborate with others using the program. I think it can really change instruction.
KRMA	The TeacherLine resources will be shared with other teachers in El Paso County School District 11 next year. Many teachers in our district are just learning to integrate technology into their standards based classrooms.
KRMA	Good links
KRMA	PBS provides a lot of information that I don't have access to ordinarily. Through the modules I can learn how to incorporate technology into the classroom and pass this understanding on to the teachers that I work with.
KRMA	It will support teachers in math content and allow for ideas to be shared among colleagues to help teachers in the classroom
KRMA	It allows teachers to access and share information on current teaching ideas.
KRMA	Not being used at this immediate time
KRMA	It was evident to me that any teacher who participates in a module will change their teaching practices. There is no way a teacher could evaluate their technique and that of others without it having an effect. Personally, I have only participated in the initial training course, but I for

<b>PBS Station</b>	<b>1. How TeacherLine providing effective strategies</b>
	see great response and energy being devoted to this learning forum.

<b>PBS Station</b>	<b>1. How TeacherLine providing effective strategies</b>
LPB	TeacherLine provides modules for professional development for teachers involved in the program. Also, the chat rooms and discussion boards provide opportunities for teachers to discuss problems and concerns with other teachers and professionals.
LPB	The training provided me with new tips on how to access TeacherLine Website. Resources are right at your fingertip.
LPB	PBS TeacherLine Technology helps me to instruct as well as follow up on different strategies.

<b>PBS Station</b>	<b>1. How TeacherLine providing effective strategies</b>
METV	Provision of modules to train teachers to integrate technology into instruction.
METV	I am not sure; we are only exploring today.
METV	They are doing a good job of providing applications for use by the teachers.
METV	It will help the Teachers upgrade their technical knowledge and become more effective.
METV	This available resource is easily accessible and affordable.
METV	TeacherLine will provide an additional resource for educators to gain effective technology integration online learning experiences.

<b>PBS Station</b>	<b>1. How TeacherLine providing effective strategies</b>
WDCQ	I will be taking the WebQuest module to develop units to be used in a Fall class.

<b>PBS Station</b>	<b>1. How TeacherLine providing effective strategies</b>
WPTV	By giving other ideas and assignments for the classroom. Can take courses online to improve technical education in the classroom.

<b>PBS Station</b>	<b>1. How TeacherLine providing effective strategies</b>
WVIZ	We are learning many resources available and can find strategies
WVIZ	To early to tell.
WVIZ	Provides effective resources for teachers at one site Provides opportunities for completing courses in a convenient manner
WVIZ	They are allowing us the opportunity to use many, many resources housed in one site.

<b>PBS Station</b>	<b>1. How TeacherLine providing effective strategies</b>
WVIZ	It has offered on-line information for sharing and retrieving educational information, which is free and can be used in my classroom. It also has explained to me how I can take on-line courses.
WVIZ	TeacherLine provides many effective strategies and resources for me to share with teachers in the classroom. The best part is that it is a 24-7 online opportunity.
WVIZ	TeacherLine can be combined with Ohio SchoolNet teacher training in the area of integrating technology into K-12 curriculum and teaching.

<b>PBS Station</b>	<b>1. How TeacherLine providing effective strategies</b>
	This info will help me with creating strategies during Intervention Assistance Team meetings.
	Providing a focused learning environment to learn how to integrate technology with proven teacher strategies to enhance student learning and objectives attainment.
	Providing professional development online
	TeacherLine has a great wealth of information regarding effective strategies and resources to improve teaching and learning practices.
	They are creating modules to further professional development for teachers as well as having teacher resources which include lesson plans, video clips, etc.

## **2. How do you feel that PBS TeacherLine professional development material will support your instructional program? Other Educators**

Respondents were asked how they felt TeacherLine professional development materials would support their instructional programs. In answering this question, respondents again named the benefits of teachers being able to undertake professional development according to their own schedules, as well as the provision of well-organized and easily accessible information and resources, as important contributions to their programs. A number believed that TeacherLine would enrich their curricula and enhance their instruction, whether by increasing the items in a teacher's "bag of tricks" or through the addition of well-developed classroom materials. The aspect most frequently highlighted by those surveyed, however, was that TeacherLine supported teacher

training, particularly in the application and integration of technology to instruction. (See Table 61.)

**Table 61: How TeacherLine development materials support program: Other Educators**

<b>PBS Station</b>	<b>2. How TeacherLine development materials support program?</b>
IPTV	It looks like there are a lot of ways that I will be provided support while taking the class.
IPTV	They are divided into different spans, which will allow teachers to access materials appropriate for the level they work with.
IPTV	It seems that the support persons will be available

<b>PBS Station</b>	<b>2. How TeacherLine development materials support program?</b>
KAET	It will give teachers who are unable to attend face-to-face classes the opportunity to take to continue their professional development from home. It offers others simply another medium through which they can take classes.
KAET	My hope is that many teachers will take advantage of this opportunity and become more comfortable with using technology as a tool

<b>PBS Station</b>	<b>2. How TeacherLine development materials support program?</b>
KCET	I see teachers using PBS TL to augment their understanding of content and application of technology solutions to their instruction.
KCET	I don't think the modules will support the instructional program but the other sites, Academy and Resources especially, will add to my bag of tricks". Great things here to share with students. I would like to see lessons that are aligned to California State standards."
KCET	I particularly like the NCTM sponsored Academy section, the Portfolio section, including technology self-assessment and the modules.

<b>PBS Station</b>	<b>2. How TeacherLine development materials support program?</b>
KCPT	Many of the modules are in alignment with our district and Kansas standards.
KCPT	I think the information will be of great help. I am, however, concerned about the speed at which I was able to work on the computer. It would take much more time than was suggested, because the speed of this computer was exceptionally slow. If it takes this long on my computer I would have a difficult time completing the modules.
KCPT	I think it will give me the information I need to learn about gaps in my own technology knowledge base. However, I have to say that if it takes this long on teacher's computers to load the programs, I'm not sure it will



<b>PBS Station</b>	<b>2. How TeacherLine development materials support program?</b>
	hold their interest. It sure take longer to do a module then the time listed for each on the matrix we looked at this morning.
KCPT	There are many resources available for teachers through the modules that will allow me to step outside my routine and keep things lively.
KCPT	As the person in charge of Tech PD in our district, I am thrilled to find this tool for our teachers! Teachers need the flexibility online learning offers.
KCPT	Great!!! I think it is right on target for technology proof development.
KCPT	I feel that the courses offered are comprehensive yet flexible enough to add additional instructional materials to make the courses meaningful.
KCPT	I believe it will greatly enrich our instructional program. It will give teachers the opportunity to add to their teaching skills at times suitable to them and to move at their own pace. It is FREE -- enable teachers to pick up information they might not be able to afford to otherwise.
KCPT	By providing organized and accessible resources and information to teachers within our district.
KCPT	If teachers give it a chance, it will be beneficial.
KCPT	I like the math modules.
KCPT	It will give teachers needed tools and support to deal with changing and new technology.
KCPT	PBS TeacherLine will support integrating technology into the curriculum and classroom.
KCPT	I like the idea that all the videos from Channel 19 will be posted on the web. Also, as the librarian in our building, I would like to see more and more teachers take advantage of the computers in their rooms or library.
KCPT	Since I am the librarian it will not affect me directly.

<b>PBS Station</b>	<b>2. How TeacherLine development materials support program?</b>
KRMA	Again, I think the math sites are incredible, and as a resource for teachers, they should be extremely helpful.
KRMA	I think it has possibilities. However, I would like to have seen more of the technology section. It was not complete and that is my area of interest.
KRMA	The modules will be a great asset for modeling and examples for our teachers. The streaming video and information on equity in math and science will be a great asset, as our teachers often ask "How do I meet the needs of all learners?"
KRMA	It will help teachers see what good math instruction looks like so they can implement it in their classrooms. It will also help teachers learn to better use technology in their classes.
KRMA	We have a great place to start with the materials TeacherLine provided.
KRMA	It should be very useful.
KRMA	One of our district's goals is to make technology a tool for use in instruction in all subjects. The professional development that PBS supplies will enable me to understand how that works for the mathematics classroom.
KRMA	It will be supportive to our endeavor to train new and experienced teachers

<b>PBS Station</b>	<b>2. How TeacherLine development materials support program?</b>
KRMA	The materials are well set up and user friendly. They will provide an excellent resource for ideas and materials.
KRMA	Great staff development, good resources
KRMA	As a resource teacher and content developer, I for see using this program to enhance the development already in place for our educators.

<b>PBS Station</b>	<b>2. How TeacherLine development materials support program?</b>
LPB	TeacherLine professional development will help support our instructional program by providing both materials and training. Some of the materials that we have received include GeoLegs, NCTM Principles and Standards, etc. Staff development sessions have included training on the GeoLegs and various technology inservices. One of the technology sessions offered at the technology fair was Advanced Power Point. I LOVED it!!! I do a lot of Power Point presentations, and the techniques presented at the training will save me a tremendous amount of time.
LPB	TeacherLine enabled our two lead teachers to attend informative conferences. Our parish offered middle school teachers several inservices with valuable resource materials. We plan to add follow-up inservices next year. Without TeacherLine, we could not afford these inservices.
LPB	By knowing the terminology of computer words, I can teach my kids words that are used often in the computer world; so they won't seem lost.

<b>PBS Station</b>	<b>2. How TeacherLine development materials support program?</b>
METV	It will support our efforts in training teachers to integrate technology into instruction.
METV	Anytime you can allow teachers to experience a learning situation, it is to your advantage.
METV	I feel that it will greatly enhance our instructional program.
METV	This will make it easier for professional development
METV	N/a
METV	TeacherLine will facilitate more effective and frequent communication between learners and online instructors/facilitators

<b>PBS Station</b>	<b>2. How TeacherLine development materials support program?</b>
WDCQ	We are changing to a new book in a class I teach and several topics are left out. I will be supplementing with the WebQuest.

<b>PBS Station</b>	<b>2. How TeacherLine development materials support program?</b>
WPTV	No response

<b>PBS Station</b>	<b>2. How TeacherLine development materials support program?</b>
WVIZ	I will use the Mathline for sure.
WVIZ	By giving me more technical experiences.
WVIZ	I feel like I can try new ideas and sites on this site.
WVIZ	Hopefully, the professional development and materials will enhance, support, and enrich my curriculum.
WVIZ	TeacherLine PD supports the work that I do with Ohio SchoolNet - it is a great networking tool as I train teachers.
WVIZ	TeacherLine will greatly improved our PD in that so far we just offer application training without any attention to courses to assist teachers with overall integration into their classroom teaching and learning.

<b>PBS Station</b>	<b>2. How TeacherLine development materials support program?</b>
	In my position I am viewed as a resource for teachers.
	It is a nice fit to the direction we have planned for our staff development for this school year and beyond.
	Providing professional development for teachers.
	I especially like the readings that are posted from journals.
	It is a good resource for the classroom teacher. Having the modules available is good but I am not sure how many teachers would be willing to pay for them without any monetary compensation attached. Our parish does a lot of professional development for our teachers.

**3. Has the PBS TeacherLine professional development helped you to clarify a plan and process to continue to develop your competency in either technology or mathematics or guide others? Other Educators**

Educators were asked if TeacherLine helped them to clarify a plan and process to continue to develop their competencies in either technology or mathematics or to guide others. Fifty-seven of the educators responded yes – TeacherLine had provided this clarification and plan. (See Table 62.)

**Table 62: Has the PBS TeacherLine professional development helped you to clarify a plan and process to continue to develop your competency in either technology or mathematics or guide others? Other Educators**

	Mean	Std. Dev.	Std. Er...	Count	Minimum	Maximum	# Missing
Po3 TL help dev plan yes 2	1.982	.132	.018	57	1.000	2.000	36
Po3 TL help dev plan no 1	1.000	0.000	0.000	3	1.000	1.000	90

**4a and 4b. Did you get the information you needed to begin your personal professional development or to guide others using PBS TeacherLine? If no, what do you need? Other Educators**

Respondents were asked to respond yes or no to a question about getting the necessary information to being their personal professional development or to guide others. Fifty-five chose the “yes” button. (See Table 63.)

**Table 63: Did you get the information you needed to begin your personal professional development or to guide others using PBS TeacherLine: Other Educators**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Po4a Got info needed 2 yes	2.000	0.000	0.000	55	2.000	2.000	38
Po4a Got info needed 1 no	1.625	.518	.183	8	1.000	2.000	85

In the second part of the question, respondents who responded “no” to 4a were asked to indicate what they felt they needed. Of the five who gave a negative response, two wanted information about courses and credits. One said that the experience was “extremely frustrating” as they were unable to log in to PBS and so could not access the sites demonstrated during the session. The remaining two participants expressed a desire for follow-up sessions. (See Table 64.)

**Table 64: What is needed? Other Educators**

PBS Station	4b. What do you need?
IPTV	No Response

PBS Station	4b. What do you need?
KAET	No Response

PBS Station	4b. What do you need?
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KCET	No Response
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<b>PBS Station</b>	<b>4b. What do you need?</b>
KCPT	No Response

<b>PBS Station</b>	<b>4b. What do you need?</b>
KRMA	If it had not been for my extreme computer literacy, I would have gained little to nothing from the training. My laptop only allowed for me to view the homepage. Due to a PBS login problem, I was unable to view or gain access to the other learning sites we visited through the day. This was extremely frustrating!

<b>PBS Station</b>	<b>4b. What do you need?</b>
LPB	Hopefully, we can offer follow-up training utilizing the TeacherLine website.
LPB	A follow up session I believe is needed

<b>PBS Station</b>	<b>4b. What do you need?</b>
METV	I would still like more information on how CEUs will be awarded.

<b>PBS Station</b>	<b>4b. What do you need?</b>
WDCQ	No Response

<b>PBS Station</b>	<b>4b. What do you need?</b>
WPTV	No Response

<b>PBS Station</b>	<b>4b. What do you need?</b>
WVIZ	I need to have a list of programs being offered for credit.

**5. On a scale of one to four where four is high, what is your level of comfort with beginning this professional development? Other Educators**

Respondents were asked to indicate their level of comfort with beginning the professional development. They used a scale where one was low and four was high. The mean response was 2.883 indicating a high level of comfort. (See Table 65.)

**Table 65: On a scale of one to four where four is high, what is your level of comfort with beginning this professional development. Other Educators**

	Level of comfort 5
Mean	2.883
Std. Dev.	.825
Std. Error	.107
Count	60
Minimum	1.000
Maximum	4.000
# Missing	33

**6. Please describe what you would consider to be an effective implementation at your institution of PBS TeacherLine: Other Educators**

Respondents were asked to describe what they would consider to be an effective implementation at their institutions of TeacherLine. Participants answered this question in a nearly unanimous voice, expressing both a desire for training of other teachers in their school or district, and for institutional support in order to effectively implement TeacherLine. A number of respondents wanted further instruction and more advanced trainings. Several thought it important that everyone be included in the program, saying, “Have all the teachers take this course,” and “[having] Numerous teachers sign up for a module with a wait list!” Training formats suggested included in-service programs, on-line professional development modules, and teacher-initiated mentoring of colleagues. The support teachers perceived as necessary to implementation encompassed dissemination of information about TeacherLine, district adoption of the program, allowance for training time, provision of materials, tech support, and effectiveness evaluations. (See Table 66.)

**Table 66: Effective implementation of TeacherLine: Other Educators**

<b>PBS Station</b>	<b>6. Effective implementation of TeacherLine.</b>
IPTV	I would consider it to be effective if teachers learn effective strategies and skills to implement our district standards/benchmarks. I would also consider it effective if teachers view online learning as a worthwhile experience.
IPTV	Providing support for teachers who are participating in the TeacherLine experience will be a goal I have.
IPTV	The hands on training prior to use

<b>PBS Station</b>	<b>6. Effective implementation of TeacherLine.</b>
KAET	Open lab opportunities at the district level to provide high-speed access and assistance to those teachers who are new to TeacherLine courses.
KAET	During the 2001-02 school year - I will promote and encourage the use of TeacherLine through email, newsletter and whole group announcements

<b>PBS Station</b>	<b>6. Effective implementation of TeacherLine.</b>
KCET	After a teacher completes the personal inventory, they would access the specific modules addressing their needs. Teachers need to see the connection between their technology and content knowledge with in class instructional strategies.
KCET	Site level instruction of how to implement this program is a must for any district hoping to implement this program.
KCET	Teachers would need to spend time working to become familiar with the site. Teachers would need time to network and support each other in the use of TeacherLine in the classroom.

<b>PBS Station</b>	<b>6. Effective implementation of TeacherLine.</b>
KCPT	I will utilize the information to encourage other staff members to participate. It will enhance staff development opportunities available to the staff.
KCPT	I would first of all work with teachers, helping them become more comfortable with using computers. When the teachers feel more comfortable, they will encourage more student participation.
KCPT	Time in the fall set-aside in the evenings to complete a module. Then to implement it with classroom teachers.
KCPT	I would lead a workshop during our local PD training on how to get signed up with TeacherLine and be a resource for teachers in my district.
KCPT	I believe a meeting of sorts where teachers log in and take the Online Learning module with a co-worker or myself available to troubleshoot with them. Then they will see how easy it is but will also have someone there to explain the basics to them.
KCPT	Getting the information out to teachers through small group, or building

<b>PBS Station</b>	<b>6. Effective implementation of TeacherLine.</b>
	presentations.
KCPT	Providing participants options on the course(s) they would like to take beforehand as well as feedback on the effectiveness of the training.
KCPT	To provide staff with professional development opportunities to enhance their ability to integrate technology with the curriculum. To develop study groups within the building.
KCPT	In-service training for all teachers complete with needed technology supports.
KCPT	Teachers and administrator talking it up" in their specific buildings."
KCPT	The Webmaster.
KCPT	Introduce teachers to PBS TeacherLine. Begin with small groups taking modules together to get comfortable with the technology Encourage teachers and staff to continue and further investigate areas of interest
KCPT	All teachers need to be made aware of what PBS TeacherLine is visually and able to ask questions about it and then support from the tech team to help with completing the modules and the availability of necessary hardware after and/or during the day.
KCPT	I think that teachers need some inservice on how to access the information available through TeacherLine. Also they should be encouraged to use it so they won't forget all they have learned.
KCPT	Teachers using it for instruction.

<b>PBS Station</b>	<b>6. Effective implementation of TeacherLine.</b>
KRMA	I believe the school system is going to have some of us initiate training for teachers. This is a good place to start. I believe that the teachers will use the site for planning and assessments.
KRMA	More training and the desire of the district employees to improve. Right now it is hard to get employees to take staff development classes that are already in place.
KRMA	We plan to offer TeacherLine courses to a small group this fall, as a beginning. Our hope is the program will provide much needed models for teachers while using technology in an effective and productive manner. In Instructional Technology, our hope is by offering the courses through core areas: math, science, lang. arts, we will model the practice of seamless integration. In the future, our department probably will incorporate TeacherLine as part of our overall Technology staff development as well.
KRMA	We hope to offer a few modules for teachers to participate in during the 2001-2002 school year.
KRMA	If 30 percent of the high school teachers in our district were integrating technology once per week in their classrooms I would consider the implementation successful.
KRMA	Use it along with other resources.
KRMA	An effective implementation of PBS TeacherLine in our district would include teachers participating in modules and the TeacherLine academy and working together to incorporate technology into their routine instruction. District teachers would facilitate modules and classroom teachers would work together to learn from one another.



<b>PBS Station</b>	<b>6. Effective implementation of TeacherLine.</b>
KRMA	Introducing/facilitating modules for teachers within our district in the fall.
KRMA	Since we are in a rural area I can envision the staff using TeacherLine to find new ideas and also to extend their learning via the online class modules.
KRMA	Use it with small groups of teachers to help them improve their own development as a math teacher
KRMA	1. Instructor Training 2. Availability to district teachers 3. Numerous teachers sign up for a module with a wait list!

<b>PBS Station</b>	<b>6. Effective implementation of TeacherLine.</b>
LPB	Effective implementation of PBS TeacherLine would include technology inservices; use of the modules for professional development; provision of materials, supplies, and equipment for technology instruction, etc.
LPB	Utilizing modules for professional development during parish inservice days.
LPB	Don't know

<b>PBS Station</b>	<b>6. Effective implementation of TeacherLine.</b>
METV	Teachers will need technical support available to assist whenever necessary while working on modules. Teachers also need to be made aware of their needs and the goals of the school so objectives can be correlated and met to accomplish the goals of both.
METV	I would like more information before I answer this.
METV	Taking the teachers to the next level of online course use and implementation of these programs.
METV	N/A
METV	As an administrator of federal technology grants, this learning activity will be cost effective in that staff will not incur travel expenses and there is no lost of class time.
METV	After, bugs are worked out; I would simply offer it as part of our regular professional development course offerings.

<b>PBS Station</b>	<b>6. Effective implementation of TeacherLine.</b>
WDCQ	Since I am a faculty member at the host institution, I wear several hats here. I hope to have some of our faculty participate in future modules as they become available. I also hope to get more faculties involved as facilitators. This is also an opportunity for more communication between faculty at the K-12 schools and our college faculty, helping to build bridges, which eventually helps all of our students.

<b>PBS Station</b>	<b>6. Effective implementation of TeacherLine.</b>
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WPTV	Several teacher inservices and a facilitator to help.
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<b>PBS Station</b>	<b>6. Effective implementation of TeacherLine.</b>
WVIZ	I would be willing to share what I have learned with other teachers.
WVIZ	Having all the teachers take this course.
WVIZ	Presentation and demonstration by WVIZ or a Power Point presentation that could be used by some of us in the school to do the introduction. Use of on-site helpers or resource persons who could be liaisons between WVIZ and teachers taking the modules.
WVIZ	All teachers should be inserviced at the same time and encouraged to work in collaborative groups to support us.
WVIZ	Perhaps, a workshop such as this one informing teachers of the availability of the courses offered.
WVIZ	To train all faculty how to use TeacherLine as they work with their school districts. It can also be aligned with the PD training that we already do.
WVIZ	I consider the addition of the TeacherLine with our state technology training efforts to be a most effective way of assisting teachers with integrating technology into their work. No one tool is powerful enough but a selection of tools such as TeacherLine, Marco Polo, GLOBE and Jason will do much to creating content and context for technology use in K-12 classrooms.

<b>PBS Station</b>	<b>6. Effective implementation of TeacherLine.</b>
	Dissemination of information regarding accessing PBS TeacherLine at Pupil Services and the elementary building I work in.
	Getting teachers excited about using on-line learning resources to develop and enhance their technology and classroom teaching skills and lesson planning strategies
	I will share this site and the wonderful ideas with the other seven Regional LINCS Coordinators for the state of Louisiana.

## **Regression Analysis and Correlation Analysis on Variables for Other Educators Introduction to TeacherLine Surveys 2a and 2b**

Multiple regression analyses were performed using as the dependent variable, the level of comfort the educator indicated on a scale of one to four where four was high, with beginning this professional development.

Correlation analysis was performed on all the variables but no strong correlations between variables was observed. The strongest correlation were (in order of impact) -.778, -.727, .726, .713, .670, -.666, -.635, .603, .584, which were not deemed strong enough to report as significant. A strong correlation is noted if it is at .800 or above.

### **Multiple Regression on Dependent Variable Level of Comfort with Degrees Held or Working On and Years Taught: Other Educators**

A multiple regression was performed using as independent variables whether the respondent is working on or holds a bachelor's, master's, or doctoral degrees, and the years taught. With an F-value of 4.324, these variables did contribute to the level of comfort in beginning professional development or guiding others into the professional development. Working on a degree was the largest component factor followed by the number of years taught. There was a negative correlation with the degree held; the lower the degree held, the more likely the respondent was to feel a comfort level with the professional development. (See Table 67.)

**Table 67: Multiple Regression on Dependent Variable Level of Comfort with Degrees Held or Working On and Years Taught: Other Educators**

**Regression Summary**

Level of comfort 5 vs. 3 Independents

Count	15
Num. Missing	77
R	.736
R Squared	.541
Adjusted R Squared	.416
RMS Residual	.675

**ANOVA Table**

Level of comfort 5 vs. 3 Independents

	DF	Sum of Squares	Mean Square	F-Value	P-Value
Regression	3	5.916	1.972	4.324	.0304
Residual	11	5.017	.456		
Total	14	10.933			

**Regression Coefficients**

Level of comfort 5 vs. 3 Independents

	Coefficient	Std. Error	Std. Coeff.	t-Value	P-Value
Intercept	2.111	.672	2.111	3.142	.0094
Wk Degree B1 M2 D3	1.436	.469	1.064	3.063	.0108
Deg Held N1 B2 M3 D4	-1.426	.591	-1.189	-2.412	.0345
Years taught 3	.081	.031	.917	2.604	.0245

**Multiple Regression on Dependent Variable Level of Comfort with Classroom Internet Access, Professional Development Hours, Technology Experience, and Technology Change: Other Educators**

A multiple regression was performed using as independent variables whether the respondent's classroom or school had computers with Internet access, the number of professional development hours in which the respondent participated during the last class year, the level of experience using technology in the classroom, and the amount of change that technology had brought to the respondent's teaching. The F-value at 3.779

at a P=.0103 confidence level indicates that these factors contributed to the level of comfort of the respondents which was the dependent variable in the equation.

Much of the level of comfort was attributed to a sense that technology had changed the respondent's teaching. The other variables were not as strongly significant in the equation. (See Table 68.)

**Table 68: Multiple Regression on Dependent Variable Level of Comfort with Classroom Internet Access, Professional Development Hours, Experience Using Technology in the Classroom, and How Technology Changed the Teaching Style: Other Educators**

**Regression Summary**

Level of comfort 5 vs. 4 Independents

Count	47
Num. Missing	45
R	.514
R Squared	.265
Adjusted R Squared	.195
RMS Residual	.779

**ANOVA Table**

Level of comfort 5 vs. 4 Independents

	DF	Sum of Squares	Mean Square	F-Value	P-Value
Regression	4	9.167	2.292	3.779	.0103
Residual	42	25.471	.606		
Total	46	34.638			

**Regression Coefficients**

Level of comfort 5 vs. 4 Independents

	Coefficient	Std. Error	Std. Coeff.	t-Value	P-Value
Intercept	2.334	1.020	2.334	2.289	.0272
Class I yes2 no1	-.403	.478	-.115	-.844	.4032
Pro Dev Hours 7c	-.003	.002	-.272	-1.821	.0758
Exp 1-5	-.026	.132	-.032	-.199	.8431
Tech changed teach 1-4 9	.509	.158	.554	3.225	.0024

**Multiple Regression on Dependent Variable Level of Comfort with Percentage of Time in Classroom as Lecturer, Coach, Mediator, or Facilitator: Other Educators**

A multiple regression was performed using as independent variables the percentage of time in the classroom that the respondent indicated he or she spent as a lecturer, coach, mediator, or facilitator. None of these variables accounted for the level of comfort in beginning the professional development, the dependent variable. (See Table 69.)

**Table 69: Multiple Regression on Dependent Variable Level of Comfort with Percentage of Time in Classroom as Lecturer, Coach, Mediator, or Facilitator: Other Educators**

**Regression Summary**

Level of comfort 5 vs. 4 Independents

Count	60
Num. Missing	32
R	.209
R Squared	.044
Adjusted R Squared	•
RMS Residual	.836

**ANOVA Table**

Level of comfort 5 vs. 4 Independents

	DF	Sum of Squares	Mean Square	F-Value	P-Value
Regression	4	1.763	.441	.631	.6425
Residual	55	38.420	.699		
Total	59	40.183			

**Regression Coefficients**

Level of comfort 5 vs. 4 Independents

	Coefficient	Std. Error	Std. Coeff.	t-Value	P-Value
Intercept	2.996	.157	2.996	19.110	<.0001
Lecturer % 10a	.004	.017	.029	.223	.8246
Coach % 10b	-.021	.024	-.115	-.871	.3876
Mediator % 10c	-.565	.818	-.092	-.691	.4927
Facilitator % 10d	-.016	.014	-.145	-1.101	.2759

**Multiple Regression on Dependent Variable Level of Comfort with Students' Weekly Use of Computer and Internet for Assigned Work in the Classroom or Computer Lab: Other Educators**

A multiple regression was performed using as independent variables the number of hours per week a respondent's students spent on average using a computer for assigned work in the classroom or in a computer lab, and the number of hours per week a respondent's students spent on average using the Internet for assigned work in the classroom or in the computer lab . None of these variables accounted for the level of comfort in beginning the professional development, the dependent variable. (See Table 70.)

**Table 70: Multiple Regression on Dependent Variable Level of Comfort with Students' Weekly Use of Computer and Internet for Assigned Work in the Classroom or Computer Lab: Other Educators**

Regression Summary

Level of comfort 5 vs. 4 Independents

Count	33
Num. Missing	59
R	.234
R Squared	.055
Adjusted R Squared	•
RMS Residual	.812

ANOVA Table

Level of comfort 5 vs. 4 Independents

	DF	Sum of Squares	Mean Square	F-Value	P-Value
Regression	4	1.070	.267	.406	.8027
Residual	28	18.445	.659		
Total	32	19.515			

**Regression Coefficients**

Level of comfort 5 vs. 4 Independents

	Coefficient	Std. Error	Std. Coeff.	t-Value	P-Value
Intercept	2.725	.198	2.725	13.761	<.0001
Classroom 11a	.037	.050	.191	.741	.4650
Computer lab 11b	.041	.098	.325	.422	.6764
Classroom 12a	-.015	.079	-.051	-.191	.8497
Computer lab 12b	-.030	.094	-.239	-.321	.7508

**Multiple Regression on Dependent Variable Level of Comfort with Equipment and Software: Other Educators**

A multiple regression was performed using as independent variables whether the respondent regularly used equipment and software. None of these variables accounted for the level of comfort in beginning the professional development, the dependent variable. (See Table 71.)

**Table 71: Multiple Regression on Dependent Variable Level of Comfort with Equipment and Software: Other Educators**

**Regression Summary**

Level of comfort 5 vs. 8 Independents

Count	59
Num. Missing	33
R	.483
R Squared	.233
Adjusted R Squared	.111
RMS Residual	.772

**ANOVA Table**

Level of comfort 5 vs. 8 Independents

	DF	Sum of Squares	Mean Square	F-Value	P-Value
Regression	8	9.086	1.136	1.904	.0802
Residual	50	29.830	.597		
Total	58	38.915			



**Regression Coefficients**

Level of comfort 5 vs. 8 Independents

	Coefficient	Std. Error	Std. Coeff.	t-Value	P-Value
Intercept	1.559	.627	1.559	2.487	.0163
Computer 13a	.144	.170	.154	.846	.4014
Digital Camera 13b	.091	.154	.113	.589	.5584
VHS Camcorder 13c	.188	.182	.206	1.030	.3081
TV/VCR 13d	-.052	.157	-.065	-.333	.7408
E-Mail 13e	-.187	.154	-.244	-1.214	.2305
Presentation 13f	.068	.134	.083	.505	.6155
Word Processor 13g	-.046	.151	-.049	-.303	.7633
Web Browser 13h	.296	.143	.369	2.070	.0437

**Multiple Regression on Dependent Variable Level of Comfort Using Software**

**Alone and with Students: Other Educators**

A multiple regression was performed using as independent variables whether the respondent comfort level using software alone or with students. None of these variables accounted for the level of comfort in beginning the professional development, the dependent variable. (See Table 72.)

**Table 72: Multiple Regression on Dependent Variable Level of Comfort Using Software Alone and with Students: Other Educators**

**Regression Summary**

Level of comfort 5 vs. 8 Independents

Count	60
Num. Missing	32
R	.542
R Squared	.294
Adjusted R Squared	.183
RMS Residual	.746

**ANOVA Table**

Level of comfort 5 vs. 8 Independents

	DF	Sum of Squares	Mean Square	F-Value	P-Value
Regression	8	11.801	1.475	2.651	.0164
Residual	51	28.382	.557		
Total	59	40.183			

### Regression Coefficients

#### Level of comfort 5 vs. 8 Independents

	Coefficient	Std. Error	Std. Coeff.	t-Value	P-Value
Intercept	1.443	.903	1.443	1.598	.1163
E-Mail 14a	.235	.394	.154	.597	.5532
Presentation 14b	-.132	.261	-.177	-.506	.6154
Word Processor 14c	-.101	.339	-.061	-.300	.7656
Web Browser 14d	.207	.273	.214	.756	.4532
E-Mail 14e	-.398	.328	-.368	-1.211	.2316
Presentation 14f	.274	.274	.376	1.000	.3221
Word Processor 14g	.175	.248	.153	.706	.4835
Web Browser 14h	.176	.232	.208	.759	.4513

### Multiple Regression on Dependent Variable Level of Comfort with Professional Development Plan and Getting Necessary Information: Other Educators

A multiple regression was performed using as independent variables whether the respondent created a professional development plan and got the necessary information. None of these variables accounted for the level of comfort in beginning the professional development, the dependent variable. (See Table 73.)

**Table 73: Multiple Regression on Dependent Variable Level of Comfort with Professional Development Plan and Getting Necessary Information: Other Educators**

**Regression Summary**

Level of comfort 5 vs. 2 Independents

Count	56
Num. Missing	36
R	.137
R Squared	.019
Adjusted R Squared	•
RMS Residual	.854

**ANOVA Table**

Level of comfort 5 vs. 2 Independents

	DF	Sum of Squares	Mean Square	F-Value	P-Value
Regression	2	.744	.372	.510	.6031
Residual	53	38.613	.729		
Total	55	39.357			

**Regression Coefficients**

Level of comfort 5 vs. 2 Independents

	Coefficient	Std. Error	Std. Coeff.	t-Value	P-Value
Intercept	3.360	1.440	3.360	2.333	.0235
Po3 dev plan 2yes 1 no	-.453	.507	-.122	-.894	.3756
Po4 Got Info 2yes 1no	.213	.507	.057	.420	.6758

## Online Module Facilitator

### Post Evaluation after One Day Workshop 3.a TeacherLine Online Module Facilitator's Survey

Facilitators were trained during a one day face-to-face session and a six-week online workshop. Three surveys were developed for the facilitators to benchmark their online background and experience in the professional development. The first survey was called 3a and was used for the post one-day experience. Pre and post surveys were developed for the six week online seminar. Data from all three surveys were compiled and are reported on here.

#### Urban, Suburban, Rural: Facilitators

Respondents were asked to provide information about their setting. Urban and suburban settings were almost evenly represented with 38 and 37 respondents respectively. Twenty-four respondents worked in rural areas. (See Table 74.)

**Table 74: Urban, Suburban, Rural: Facilitators**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Urban	1.000	0.000	0.000	38	1.000	1.000	79
Suburban	2.000	0.000	0.000	37	2.000	2.000	80
Rural	2.833	.482	.098	24	1.000	3.000	93

#### Gender: Facilitators

Facilitators were asked to indicate their gender. There were 89 female facilitators and 27 male facilitators. (See Table 75.)

**Table 75: Gender: Facilitators**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Female 2	1.978	.149	.016	89	1.000	2.000	28
Male 1	1.037	.192	.037	27	1.000	2.000	90

**Ethnicity/Race: Facilitators**

Facilitators were asked to indicate their ethnicity and race. The large majority indicated they were not Hispanic or Latino (86). Ninety-three facilitators indicated that they were white. (See Table 76.)

**Table 76: Ethnicity/Race: Facilitators**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Ethnic1 His/Lat	1.000	0.000	0.000	5	1.000	1.000	112
Ethnic 2 Not His/Lat	2.000	0.000	0.000	86	2.000	2.000	31
Am Indian AL Native 1	•	•	•	0	•	•	117
Asian 2	•	•	•	0	•	•	117
Bla/AfrAm 3	3.000	•	•	1	3.000	3.000	116
Native HA O Pac Is 4	•	•	•	0	•	•	117
White 5	4.968	.311	.032	93	2.000	5.000	24
Mixed 6	•	•	•	0	•	•	117
Don't Know 7	•	•	•	0	•	•	117

**1. Please describe your experience in facilitating online courses**

Seventy of the 93 attendees said they'd never facilitated an on-line course; approximately five said they'd taken or moderated on-line classes. Ten had prior facilitation experience which ranged from a single class, to several years of University level courses. (See Table 77.)

**Table 77: Experience Facilitating**

<b>PBS Station</b>	<b>1. Experience facilitating</b>
IPTV	None
IPTV	None
IPTV	None
IPTV	None

<b>PBS Station</b>	<b>1. Experience facilitating</b>
KAET	None
KAET	None
KAET	None
KAET	None
KAET	I have acted as an onsite facilitator for a self-paced, online course from Teacher Universe. I have never facilitated online before.
KAET	None
KAET	It was good. The presenter was knowledgeable and was easy to listen to.
KAET	None
KAET	I have participated in an on-line course and moderated a group discussion but I have not facilitated the whole course.
KAET	None
KAET	This is my first experience facilitating online courses. However, Kyrene has recently purchased Blackboard 5.0 so I will be involved in creating online courses as well as facilitating these courses in the Fall.
KAET	I have facilitated online courses for Rio Salado Community College.
KAET	None
KAET	None
KAET	None
KAET	None
KAET	None
KAET	None
KAET	None
KAET	None
KAET	None
KAET	None
KAET	I currently facilitate undergraduate courses with the University of Phoenix Online. I have previously attended a four-week online facilitator training in 11/2000.
KAET	None
KAET	None
KAET	None
KAET	I have taken online courses, but have never facilitated
KAET	None
KAET	None
KAET	I haven't facilitated an on-line course, yet...but have participated in 7 on-line courses. I find them very valuable and look forward to facilitating these PBS modules

<b>PBS Station</b>	<b>1. Experience facilitating</b>
KAET	During the course of teaching an undergraduate computer class I used email, discussions and web assignments.... it was cumbersome and sporadic (often didn't work for students).
KAET	I have taught University graduate courses in education and multimedia online for the past several years.
KAET	None
KAET	None
KAET	I have taken several online" courses, have facilitated one "online course", and are presently facilitating an "online course."
KAET	None
KAET	None
KAET	None
KAET	Friendly instructors filled with a wealth of information.
KAET	This has been very helpful in preparing me to be a facilitator
KAET	None
KAET	None
KAET	None

<b>PBS Station</b>	<b>1. Experience facilitating</b>
KCET	More technology for the future! I need to learn quite a lot.

<b>PBS Station</b>	<b>1. Experience facilitating</b>
KCPT	None
KCPT	None
KCPT	This has been an enjoyable experience. I have gained new skills, networked with talented individuals, and I have experienced being an online learner for the first time. The course was well organized and well facilitated by Marsha West. I attended facilitator training at PBS and KCPT. Both sessions were worthwhile. It is interesting and invigorating to be part of the process.
KCPT	None
KCPT	None
KCPT	Great Day! Nice facilities. Answered a lot of questions as well as good collaboration.
KCPT	This was a great opportunity to meet with the other facilitators within the program.

<b>PBS Station</b>	<b>1. Experience facilitating</b>
KDIN	None

<b>PBS Station</b>	<b>1. Experience facilitating</b>
KLRN	Good information and facilitators were knowledgeable of the information. The questions were answered and when they did not know the answers they would find out them out.
KLRN	None
KLRN	I have taken several online courses through UTSA and Connected

<b>PBS Station</b>	<b>1. Experience facilitating</b>
	University. I have completed a Master's in C&I with a focus on instructional technology.
KLRN	None

<b>PBS Station</b>	<b>1. Experience facilitating</b>
KRMA	None
KRMA	None
KRMA	I have used computers and the internet for many years but this is the first time I have participated in an online course.

<b>PBS Station</b>	<b>1. Experience facilitating</b>
KUAT	None
KUAT	None

<b>PBS Station</b>	<b>1. Experience facilitating</b>
LPB	Lisa was wonderful in getting us acclimated to our role as facilitator. I am leaving with a great deal of information and am excited about the possibilities of TeacherLine

<b>PBS Station</b>	<b>1. Experience facilitating</b>
METV	None
METV	I have selected facilitators for PBS Mathline and trained and conferred with them over the course of that project. I have facilitated a forum of teachers and their discussions of their activities in their participation in a grant project.

<b>PBS Station</b>	<b>1. Experience facilitating</b>
MPT	I have not facilitated any courses, but have been facilitating a discussion board for a month and participated in online courses in the past.

<b>PBS Station</b>	<b>1. Experience facilitating</b>
NHPTV	None
NHPTV	None
NHPTV	None

<b>PBS Station</b>	<b>1. Experience facilitating</b>
WDCQ	Eye opening
WDCQ	I have taught a sophomore level college statistics class for three semesters. In addition I am facilitating a session of PBS TeacherLine WebQuest now and will begin another in about a week or so.



<b>PBS Station</b>	<b>1. Experience facilitating</b>
WOTV	None

<b>PBS Station</b>	<b>1. Experience facilitating</b>
WPSU	None

<b>PBS Station</b>	<b>1. Experience facilitating</b>
WPSX	Very impressed. Looking forward to beginning this.
WPSX	Extremely beneficial and very informative. Well organized They offered a variety of opportunities and examples.

<b>PBS Station</b>	<b>1. Experience facilitating</b>
WPTV	None
WPTV	None

<b>PBS Station</b>	<b>1. Experience facilitating</b>
WVIZ	None
WVIZ	I really enjoyed myself today. When I arrived I didn't have a lot of information on the TeacherLine program. Now, however, I feel so much more knowledgeable. Lisa was wonderful as a facilitator. Material was appropriately presented.
WVIZ	Technically, somewhat overwhelming, but extremely valuable information presented in a very professional and interesting way

<b>PBS Station</b>	<b>1. Experience facilitating</b>
	None
	A wonderful workshop. Easy to take. More helpful than what I thought it would be.
	None
	None
	None
	I have participated in online courses, but have never facilitated one before.
	I am currently enrolled in an online course, but have never facilitated one.
	The information presented was interesting and informative. It helped me create a new perspective of utilizing the internet as an instructional median.
	I have never facilitated an online course.
	None
	None
	Have designed and facilitated 5 online courses related to Technology in the classroom.

**2. Has the facilitator training helped you to clarify your roles and responsibilities for online facilitation?**

Respondents were asked if the facilitator training helped them to clarify their roles and responsibilities for online facilitation. The overwhelming majority of facilitators said yes. Only one responded “no.” (See Table 78.)

**Table 78: Clarify Roles and responsibilities to facilitate modules online**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Clarify roles 2 yes 2	2.000	0.000	0.000	95	2.000	2.000	22
Clarify roles 1 no 2	1.000	•	•	1	1.000	1.000	116

**3. Did you get the information you need to facilitate TeacherLine modules online? If no, what do you need?**

The respondents were asked if they got the information they needed to facilitate TeacherLine modules online. The second part of the question asked what else they needed if they responded “no.” Thirty-eight respondents answered “No” when asked if they’d gotten what they needed to facilitate modules on-line. (See Table 79.)

**Table 79: Information you need to facilitate**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Info to fac 2 yes 3a	2.000	0.000	0.000	58	2.000	2.000	59
Info to fac 1 no 3a	1.000	0.000	0.000	38	1.000	1.000	79

An additional group qualified their “yes” answer by naming additional things they wanted. All these respondents said what they needed was “more.” Many saw the workshop as an important overview or introduction and were anxious to follow up with more training, more practice, more experience, more information, and particularly, hands-on time with the modules. This was to be provided by the six-week online seminar.

About a third expressed a desire for a better understanding of the technical aspects, especially the “nuts and bolts” of Blackboard, the online learning environment which contains the TeacherLine modules. Others felt they needed more “logistics” with regard to facilitation, while several specified that they were not certain of their role or its requirements, especially when it came to generating course materials. (See Table 80.)

**3b. If no, what do you need? Facilitators**

**Table 80: What Do You Need**

<b>PBS Station</b>	<b>3b. What do you need</b>
IPTV	Not that I am overwhelmed with info, I am sure I will think of more questions later.
IPTV	The answer is almost. I still have much to learn but that will probably come from experience.

<b>PBS Station</b>	<b>3b. What do you need</b>
KAET	Yes, Received some great info but can't visualize implementation of it yet due to lack of experience. No - Tomorrow - the how and the curriculum that I will be facilitating
KAET	I needed to see the materials on he first day. And talk general ideas the second day.
KAET	I need to learn the nuts and bolts of Blackboard.
KAET	Tomorrow I will have additional training and I'm sure I'll get answers to some of my questions. I need to know the logistics of actually facilitating a course, and the specifics of what I'm to do.
KAET	We just didn't get the actual time to look at blackboard.... But as far as just facilitating, there was a lot of information....
KAET	I am still unsure of the exact nature of the course and how much preparation we will need to add in addition to what is already in place. Wish we could actually see the modules.
KAET	Neer to get some hands on experience- I believe we will get that on May 5.
KAET	Training is ongoing, will complete tomorrow
KAET	I need to know exactly what is expected of me. I need to know what will be expected of the participants in the course I facilitate so I know what I can expect from them.
KAET	In the process
KAET	To understand how the program works
KAET	I need to know what I will be teaching.
KAET	Hands on practice with the module that will be supplied tomorrow.
KAET	I still need more information about the content.
KAET	The technical instruction.
KAET	I'm not sure yet because we haven't covered the technical aspects of online facilitating.

<b>PBS Station</b>	<b>3b. What do you need</b>
KAET	We have not covered the technical logistics.
KAET	1 question.... I made the assumption that all the activities have been developed (readings, papers due, themes for discussions, etc.) have been pre-written into the curriculum. After the discussion today, I'm not completely sure of my role. Will I be making up some of these activities? If so, will that be understood by the participants, that part of the facilitator role is to provide stimulating activities not found in the syllabus?
KAET	Need to be led through the web site and look at the courses (which we are supposed to do tomorrow).
KAET	
KAET	We're getting close. The information from the first day was very helpful. I'm sure the continued training will complete the necessary information needed to facilitate these modules.
KAET	But I know we will get more on Saturday
KAET	More information on procedures, paperwork, and troubleshooting.
KAET	More hands on modeling, but that will come.
KAET	I do not feel completely prepared because many questions were not answered but we have been assured that they will be answered tomorrow.
KAET	I'm looking forward to more details tomorrow.

<b>PBS Station</b>	<b>3b. What do you need</b>
KCET	No response

<b>PBS Station</b>	<b>3b. What do you need</b>
KCPT	I would like to know what parts of the module we will have access to changing. I think the training was great, but limited to the time we had in such a short time.
KCPT	Current work in progress. Instructors provided as much information as was possible at this time.

<b>PBS Station</b>	<b>3b. What do you need</b>
KDIN	Practice

<b>PBS Station</b>	<b>3b. What do you need</b>
KLRN	Feel like I need more specific info related to module to be facilitated
KLRN	I am hoping that after we complete the module for facilitators I will have acquired practice in facilitation. Time management tips for keeping up with participants. Recommendation of where to get animation clipart.

<b>PBS Station</b>	<b>3b. What do you need</b>
KRMA	No Response

<b>PBS Station</b>	<b>3b. What do you need</b>
KUAT	Will need tomorrow's information before I can say yes - specific information and practice is essential.
KUAT	More training

<b>PBS Station</b>	<b>3b. What do you need</b>
LPB	No Response

<b>PBS Station</b>	<b>3b. What do you need</b>
METV	More training and the experience of going through a module before I would dare try to facilitate a course

<b>PBS Station</b>	<b>3b. What do you need</b>
MPT	No Response

<b>PBS Station</b>	<b>3b. What do you need</b>
NHPTV	However, I will need additional information.

<b>PBS Station</b>	<b>3b. What do you need</b>
WDCQ	No Response

<b>PBS Station</b>	<b>3b. What do you need</b>
WOTV	The one-day training was really an overview. I will need to experience an online course as a student (happening now) and learn more about the role of an online facilitator.

<b>PBS Station</b>	<b>3b. What do you need</b>
WPSU	No Response

<b>PBS Station</b>	<b>3b. What do you need</b>
WPSX	No Response

<b>PBS Station</b>	<b>3b. What do you need</b>
WPTV	Need to get in the modules and actually do it
WPTV	I am hoping that the hands on demonstrations tomorrow will be very enlightening.

<b>PBS Station</b>	<b>3b. What do you need</b>
WVIZ	No Response

<b>PBS Station</b>	<b>3b. What do you need</b>
	This is more a concern about what/where I go from here.
	More info. The second day of training
	I feel that I still need to go through the website and a practice session to really understand how to best facilitate a module.
	I am still unclear about what degree of involvement I have in generating materials for the course I will facilitate. I need more training in the capabilities of the Blackboard, as well as the nuts and bolts.
	This was a good overview--I need more information to feel more comfortable with the process. I am hoping to get this specific information tomorrow.
	Good general information today, but need the specifics of tomorrow to feel better comfort level

**3c. If there are questions you would like to have answered immediately, please post them here: Facilitators**

Respondents were asked to post questions to the survey so that workshop coordinators could respond to their questions. Fewer than twenty percent of those surveyed had questions they wished answered immediately; all the concerns expressed related to the mechanics of implementing TeacherLine modules. Included were questions about who decided if a course had been successfully completed, who would create or assign additional materials required for graduate credit, which districts would be offering salary credits for teaching, how soon the course syllabi would be available, and how much time facilitators normally spent on on-line courses. In addition, a few asked who would be providing technical support in the event that software or connections didn't work. (See Table 81.)

**Table 81: Questions answered immediately: Facilitators**

<b>PBS Station</b>	<b>3c. Questions answered immediately</b>
IPTV	When will the modules listed in "Coming Soon" be available? When can I get the course syllabus for the modules available this Fall?"

<b>PBS Station</b>	<b>3c. Questions answered immediately</b>
KAET	How much of the timeline will we have to create? Will we have to create or just assign the additional projects which will be required of students seeking graduate credit? Will we have to grade those

<b>PBS Station</b>	<b>3c. Questions answered immediately</b>
	projects? Will we assign grades for those not seeking graduate credits?
KAET	Will I be the only person who decides if the student has successfully completed the course?
KAET	None
KAET	I would like to know which school districts will be offering salary credit for these courses.
KAET	I have some time frame/pay type questions but I will ask them tomorrow in class
KAET	Who is responsible for helping them with technical problems? Is it only us, or are there resources at TeacherLine or Asset? If a teacher takes this for university credit, it says there is an additional assignment, is that already created, do we give them a grade?
KAET	How much time will there be for facilitators between notification of a class and the beginning of a class to prepare for the class.
KAET	1 What am I required to do specifically? 2 What will I need to let my participants know is expected of them? 3 Will the participants feel they need to be accountable for what I ask? In other words, we talked about requiring certain amounts of time on chats and boards. Is this a requirement of their courses that I will be responsible for keeping track of? 4 Will there be an opportunity for me to be a navigator in other courses after August?
KAET	No, I am sure we will be told soon.
KAET	What is the content?
KAET	How do we handle problems with Windows platforms if we are familiar with the Apple platform?
KAET	I'd like to know more about the strategies used to recruit teachers for taking these modules.
KAET	NA
KAET	I'm sure they will be answered tomorrow.
KAET	On the average, how many hours do facilitators spend on their courses?
KAET	Will all our participants be local?

<b>PBS Station</b>	<b>3c. Questions answered immediately</b>
KCET	No Response

<b>PBS Station</b>	<b>3c. Questions answered immediately</b>
KCPT	What parts of the module will we have access to changing? What are we responsible for turning in at the end of each module as facilitator?
KCPT	None at this time.

<b>PBS Station</b>	<b>3c. Questions answered immediately</b>
KDIN	No Response

<b>PBS Station</b>	<b>3c. Questions answered immediately</b>
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<b>PBS Station</b>	<b>3c. Questions answered immediately</b>
KLRN	Where is the event horizon

<b>PBS Station</b>	<b>3c. Questions answered immediately</b>
KRMA	No Response

<b>PBS Station</b>	<b>3c. Questions answered immediately</b>
KUAT	No Response

<b>PBS Station</b>	<b>3c. Questions answered immediately</b>
LPB	No Response

<b>PBS Station</b>	<b>3c. Questions answered immediately</b>
METV	Before I try to recruit facilitators, I need to know the cost of the module for teachers
METV	Do school districts register for teachers to participate in a certain number of modules? Do individual teachers pay for a module? Will our Department of Education support this type of learning as a part of the inservice teacher program?

<b>PBS Station</b>	<b>3c. Questions answered immediately</b>
MPT	Who has the responsibility of updating modules and keeping them current over time (last year's modules may have outdated links, etc.)

<b>PBS Station</b>	<b>3c. Questions answered immediately</b>
NHPTV	What happens next?

<b>PBS Station</b>	<b>3c. Questions answered immediately</b>
WDCQ	No Response

<b>PBS Station</b>	<b>3c. Questions answered immediately</b>
WOTV	No Response

<b>PBS Station</b>	<b>3c. Questions answered immediately</b>
WPSU	I did not receive the information to begin my 6week online facilitator training. Where do I find this information, or whom do I talk to?

<b>PBS Station</b>	<b>3c. Questions answered immediately</b>
WPSX	No Response



<b>PBS Station</b>	<b>3c. Questions answered immediately</b>
WPTV	Will we, as facilitators, be responsible for answering tech problems that students have? Will we have someone to call upon for help in this area? This is an area that worries me.

<b>PBS Station</b>	<b>3c. Questions answered immediately</b>
WVIZ	No Response

<b>PBS Station</b>	<b>3c. Questions answered immediately</b>
	Will WVIZ contact me, or should I contact them?
	What internet connection is the best to support my success as a facilitator?
	My survey got submitted before it was completed and I could not recover it.

#### **4. What are your concerns about becoming an effective facilitator?**

“Time” was the single most prominent concern among the respondents, who repeatedly asked “How much time will this take?” “Will I have enough time to prepare for the course?” or questioned whether they would have enough time to do the job well. A related question asked by several was how many students would be in a class. Others wanted to be sure they had enough information about facilitating to do well, or worried about their lack of experience with the medium, wondering, “Will I be good enough?” Several wanted to be sure they could keep students engaged, and interacting with others, in an on-line environment. The remaining concern raised regarded what to do about technical problems that might arise. (See Table 82.)

**Table 82: Concerns About Becoming an Effective Facilitator**

<b>PBS Station</b>	<b>4. What are concerns about facilitator</b>
IPTV	I am concerned about the time this could possibly take. I am also worried that I might not know what I am doing all the time.
IPTV	Demand of my time.
IPTV	TIME
IPTV	Little to no experience

<b>PBS Station</b>	<b>4. What are concerns about facilitator</b>
KAET	Time commitment
KAET	Follow-thru on non-participating class members
KAET	The Amount of time this will take.
KAET	I do want a lot of time in the module I will actually facilitate so that I can be sure to know the content and course mechanics.
KAET	I am concerned that I will be effective, have enough knowledge about what I'm teaching, and will be able to provide the support my students need.
KAET	The amount of time vs. money
KAET	Dealing with problems correctly....
KAET	I don't think I have concerns at this point.
KAET	None
KAET	Whether I can be an effective facilitator within the time constraints. Worried about having students who just want to do the courses to receive credit for salary advancement. Need training in using Blackboard since I have no experience with that program.
KAET	How are we going to be evaluated? Can we participate in this program for a long period of time or is it only for the short run? How easily accessible will PBS/TeacherLine/Asset Personnel be available for questions?
KAET	I just need to know more about the modules so I can know more about what I need to be effective. It is all still pretty nebulous in my mind. I'm not sure how clearly defined the modules are.
KAET	Having time between notification of a class and the beginning of a class to prepare for the class.
KAET	Just having all the information I need to start.
KAET	Not really knowing what the courses consist of.
KAET	Time
KAET	TIME
KAET	My only concern is having the time to really provide a great learning experience given that I have never facilitated an online course and we will only have a short time to review" the course before it begins. I also wish we had time to complete the Facilitator's course before facilitating a course."
KAET	Making sure I meet the needs of the students.
KAET	Based on my experience with facilitating at UOP, I am concerned with the number of students in each class. I am used to having approximately 12 students per course and I am able to provide each continual and meaningful feedback, that will be much more difficult with 25.
KAET	I wonder how much extra preparation I must do to be adequately prepared.
KAET	I need guidance on how much communication" is necessary for each course, but I was told those guidelines will be in the course materials."
KAET	Being able to do everything they talked about today.
KAET	The time necessary to do a good job is a major concern.
KAET	I am concerned about being able to give timely enough feedback in responding to e-mails. I am not always on line/
KAET	I want to make sure that I know my subject backwards and forwards

<b>PBS Station</b>	<b>4. What are concerns about facilitator</b>
	before I facilitate to my students.
KAET	I feel pretty comfortable with the whole scenario, having been a participating student for 7 on-line courses. I guess I want to make sure 'everyone plays nice' together.
KAET	Time to get to know the modules BEFORE the student arrive" and keeping them together and on-task during "vacation" season. I am concerned that some may NEED to do the module in a 2 or 3 week time frame rather than paced over the more desirable 4 weeks. It sounded like we wanted to keep everyone together, but I don't see that actually working for everyone."
KAET	Managing it all, making sure that the people who are taking the class are getting what they need out of the class.
KAET	I'm sure the experience of facilitating actual modules will enable me to continue to improve at this type of facilitating.
KAET	Just time to experiment and get comfortable - fortunately, I am fearless
KAET	Being able to keep distance learners interested enough to participate and complete the course.
KAET	The number of students per class per facilitator.
KAET	My two primary concerns are: Having enough time to devote to this Being able to successfully build a community of learners" in a virtual setting"
KAET	Balancing time...Will meet goals of module in 4 weeks?
KAET	I look forward to the opportunity, but wonder which course I will teach and if I will have time to prepare.

<b>PBS Station</b>	<b>4. What are concerns about facilitator</b>
KCET	Cannot take off from classroom.

<b>PBS Station</b>	<b>4. What are concerns about facilitator</b>
KCPT	Technical difficulties in downloading programs.
KCPT	NONE
KCPT	The greatest concern is learning how to meet individual learner needs in a new environment. I believe this will take time, patience and practice. I feel comfortable with being learner centric and tracking and assessment, but feel that I need practice in becoming more accomplished in the online environment. I don't perceive that as a problem, it will just take practice!
KCPT	I just hope I have the time to devote to each learner.
KCPT	I hope to draw from my experiences as an online graduate student to help facilitate my future students.
KCPT	None at this time.

<b>PBS Station</b>	<b>4. What are concerns about facilitator</b>
KDIN	Lack of experience

<b>PBS Station</b>	<b>4. What are concerns about facilitator</b>
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<b>PBS Station</b>	<b>4. What are concerns about facilitator</b>
KLRN	Being classroom teachers, will I have the time to do this? Will I have the information that I need to help the students? How will I work with the district and station to set up the course?
KLRN	Time
KLRN	Making time to perform this duty.
KLRN	Time to meet the needs of the participants.

<b>PBS Station</b>	<b>4. What are concerns about facilitator</b>
KRMA	Understanding the details for my LEA
KRMA	Keeping participants active and interactive.
KRMA	One concern I have is forcing myself not to answer every question and lead every discussion. I want to make sure and focus on having my students do most of the interaction and discussion while I am in the background guiding and monitoring. I believe people learn best from doing.

<b>PBS Station</b>	<b>4. What are concerns about facilitator</b>
KUAT	The time element - will I be able to fulfill needs of participants in a timely manner. Being able to identify needs of all participants and helping them get what they need form the class.
KUAT	Time

<b>PBS Station</b>	<b>4. What are concerns about facilitator</b>
LPB	No Response

<b>PBS Station</b>	<b>4. What are concerns about facilitator</b>
METV	With my other responsibilities at Mississippi ETV, I don't think at this time I would know how to facilitate a group of facilitators effectively. I would really like to learn how to become a really good facilitator."
METV	Will probably not work in that capacity.

<b>PBS Station</b>	<b>4. What are concerns about facilitator</b>
MPT	Encouraging and exciting participants to respond and not drop out! Creating communities of learners

<b>PBS Station</b>	<b>4. What are concerns about facilitator</b>
NHPTV	I've not taught previously. I remain unclear as to what the expectation from the station is. I remain unclear about the scope of the additional training.
NHPTV	Controlling chats and making them effective
NHPTV	Wish me well!
NHPTV	I'm concerned about the recruitment of participants.

<b>PBS Station</b>	<b>4. What are concerns about facilitator</b>
WDCQ	That I keep everyone involved and do effective job.
WDCQ	What exactly are the standards that PBS wants us to hold the participants to during the courses? How much rigor? Is participation enough or is more needed of the participants?

<b>PBS Station</b>	<b>4. What are concerns about facilitator</b>
WOTV	My concern is time to do the job well.

<b>PBS Station</b>	<b>4. What are concerns about facilitator</b>
WPSU	Knowing the answers to questions asked if someone is having trouble with the module.

<b>PBS Station</b>	<b>4. What are concerns about facilitator</b>
WPSX	I am interested to find out how much time a facilitator must spend on each module.
WPSX	Just experiencing it for the first time. And making sure I have an adequate amount of time to be a positive & successful facilitator.

<b>PBS Station</b>	<b>4. What are concerns about facilitator</b>
WPTV	Knowing what to do when students have tech problems.

<b>PBS Station</b>	<b>4. What are concerns about facilitator</b>
WVIZ	None at the present time.
WVIZ	I am concerned about managing the various modules that I will be facilitating. This could easily become a full time job and I am concerned about finding the appropriate balance between this role and my regular teaching position.
WVIZ	I am concerned about having the technical expertise to be able to do all that is required.

<b>PBS Station</b>	<b>4. What are concerns about facilitator</b>
	I am concerned about the amount of time that it will take to facilitate a course.
	I've not done it before, so my concerns are ones of starting up, seeing what happens. I'm sure as time goes on some concerns may arise.
	I fear I may offend someone by making a comment that is not as tactful as it could or should be.
	Time, tech problems
	I want to make sure that all participants feel empowered as they complete the modules, and that I don't hinder them in any way.
	I am somewhat concerned about the time involved in the facilitation.
	How to keep participants involved and on task.
	Having the correct equipment at home to be effective (Operating

	system, DSL line...)
	I have begun the process of upgrading my internet connection from dial-up to high speed (cable). I am concerned that it may be several weeks before my new connection is installed.
	None at this point

## 5. Which four words best express your feelings about the workshop?

### Facilitators

Respondents were asked to use four words which expressed their feelings about the workshop. Participants found many adjectives to describe their feelings about the On-Line Facilitator’s Module workshop. “Informative,” “helpful” and “useful,” were the most common, followed by “enlightening,” “inspiring,” and “interesting.” Many said the experience was “fun,” or that the workshop was “comfortable;” several mentioned that it was “well-organized.” A few respondents said they felt “confused,” or “overwhelmed.” Others thought it “challenging,” “motivating,” or that they had “lots to learn.” Quite a few said they were both “excited” and “anxious.” “Hopeful” was another word used by several, as was “stimulating.” (See Table 83.)

**Table 83: Express feelings about workshop: Facilitators**

<b>PBS Station</b>	<b>5. Express feelings about workshop</b>
IPTV	Comfortable good professional informative
IPTV	Helpful. Helpful. . Helpful
IPTV	Informative Helpful Wonderful Useful
IPTV	Learn as I go

<b>PBS Station</b>	<b>5. Express feelings about workshop</b>
KAET	Exciting, new experience, confused, unsure
KAET	Empowering, enlightening, paradigm shift
KAET	Possible, useful
KAET	Facilitator was not interesting. Intrigued, thoughtful, insightful, hopeful
KAET	Enriching, enlightening, enjoyable and diverse
KAET	The workshop was interesting, stimulating, comfortable, and motivating.
KAET	Informative, explanatory, open, and interesting
KAET	Informative, challenging, exciting, overwhelmed
KAET	Excited, nervous, overwhelmed, awed

<b>PBS Station</b>	<b>5. Express feelings about workshop</b>
KAET	Exciting innovative experimental anticipation
KAET	New, interesting, exciting, and enthusiastic
KAET	Informative, long, mostly engaging
KAET	Interesting. The possibilities for this type of course are very exciting.
KAET	Informative, verbose, meaty, opportunity
KAET	Excited Concerned Challenging Enthused
KAET	Quick, clear, informative, interesting
KAET	Meaningful Relevant Focused Confused
KAET	Interested thoughtful helpful hopeful
KAET	Clear concise organized interesting
KAET	Inefficient use of time
KAET	Excitement; Change; New; Challenge
KAET	Exciting, promising, organized, challenging
KAET	High level. Big picture. Good content. Good breakouts.
KAET	Intrigued, interested, curious, excited.
KAET	Stress reducing, interesting, anticipation
KAET	Informative, Organized, Paced, Interesting
KAET	Excited, eager, curious, wary
KAET	Excited, anxious, concerned, hopeful
KAET	Anticipation concerned inspired novice
KAET	Positive comfortable reassuring non-stressful
KAET	Excited as all get out... this should finally keep me off the streets and out of trouble" for awhile."
KAET	Good slowly paced interactive
KAET	Tired, Smart, Friendly, Fun
KAET	Concerned, excited, anxious, brain damaged,
KAET	Excited anxious ...
KAET	Excited, overwhelmed, enthusiastic, tired
KAET	Helpful Informative
KAET	The four words that best express my feelings about the workshop are excited, honored, empowered, knowledgeable.
KAET	Friendly informative knowledgeable worthwhile
KAET	Interesting, informative, exciting, challenging
KAET	Excited, motivated, connected, innovative
KAET	Helpful, challenging, intrigued, useful
KAET	Complete, thorough, informative, caring

<b>PBS Station</b>	<b>5. Express feelings about workshop</b>
KCET	Lots to learn yet!

<b>PBS Station</b>	<b>5. Express feelings about workshop</b>
KCPT	Organized Enthusiastic Positive Invigorating
KCPT	CONFUSED AT FIRST, NOW CLEAR
KCPT	Organized User-friendly Exceptional Inspiring
KCPT	Informative fun exciting motivating
KCPT	Personable, hands-on, helpful, fun
KCPT	Excellent, friendly, informative, paced

<b>PBS Station</b>	<b>5. Express feelings about workshop</b>
KCPT	Energetic upbeat fun hands-on

<b>PBS Station</b>	<b>5. Express feelings about workshop</b>
KDIN	Comfortable, convenient, technologically appropriate

<b>PBS Station</b>	<b>5. Express feelings about workshop</b>
KLRN	Anxious, excited, apprehensive, honored
KLRN	Stimulating; informative; fun; free
KLRN	Fine Informative Great Presenters
KLRN	Excited, enthusiastic and information overload.

<b>PBS Station</b>	<b>5. Express feelings about workshop</b>
KRMA	Exciting! Monumental a great start ground-breaking
KRMA	Excellent, well-planned, helpful, resourceful
KRMA	Excitement, potential, cutting-edge, future

<b>PBS Station</b>	<b>5. Express feelings about workshop</b>
KUAT	Confusion (at this point about the nitty gritty) Excitement (looking forward to learning more tomorrow) Questions (I have LOTS!) Appreciative (Thanks for the time and food!)
KUAT	Very effective and applicable

<b>PBS Station</b>	<b>5. Express feelings about workshop</b>
LPB	Informative; proactive; user-friendly;

<b>PBS Station</b>	<b>5. Express feelings about workshop</b>
METV	Excellent, informative, positive and excitement
METV	The exploration of the site was very vague in presentation. I think more of an overall explanation of the navigation tools could have been done.

<b>PBS Station</b>	<b>5. Express feelings about workshop</b>
MPT	Exciting, thorough, strong, comforting

<b>PBS Station</b>	<b>5. Express feelings about workshop</b>
NHPTV	Exciting, with enormous possibilities. Enriching and futuristic.
NHPTV	Learning, interactive, enjoyable, interesting
NHPTV	Mind-boggling, engaging, well paced, I am happy there are others in the same boat as I am!!! (And I am NOT referring to a lifeboat of the Titanic!!)
NHPTV	Fantastic! Fun! Useful! Exciting



<b>PBS Station</b>	<b>5. Express feelings about workshop</b>
WDCQ	Interesting, eye-opening, confusing (my role in this program)
WDCQ	Hands-on interactive overwhelming useful

<b>PBS Station</b>	<b>5. Express feelings about workshop</b>
WOTV	(1-3) Not enough time (4) tiring

<b>PBS Station</b>	<b>5. Express feelings about workshop</b>
WPSU	Long, informative, friendly, organized

<b>PBS Station</b>	<b>5. Express feelings about workshop</b>
WPSX	Informative, personal, educational, fulfilling
WPSX	Informative, helpful, knowledgeable, & clear

<b>PBS Station</b>	<b>5. Express feelings about workshop</b>
WPTV	Informative, helpful, information overload, need time to process
WPTV	Organized,

<b>PBS Station</b>	<b>5. Express feelings about workshop</b>
WVIZ	Well-organized, outstanding, worthwhile, thorough
WVIZ	Excited Motivated Informed Engaged
WVIZ	Interesting, informative, helpful, well presented

<b>PBS Station</b>	<b>5. Express feelings about workshop</b>
	Interested, intrigued, curious, introspective
	Exciting, interested, potential is wonderful
	Effective and too short.
	Fear helpful exciting adventure
	Exciting, wondering, sharing, new
	Excited Anticipatory Nervous
	Nervous, hopeful (but there are knowledgeable trainers to help!)
	Interesting informative motivational comprehensive
	Informative variety focused overwhelming
	Excited, expectant, anxious, incomplete
	Interesting Lotech Hiverbal Informative
	Concise, on-task, open, helpful

**6. Please evaluate your level of understanding of online facilitation components and your ability to implement them in online modules.**

Respondents were asked to evaluate their level of understanding of online facilitation components and their ability to implement those as they taught online modules. They ranked their level of understanding and their ability to implement this in online modules on a scale of one (none) to four (significant) where four was high. Two points were given for “little” and three points were given for “somewhat.”

All of the components received scores at 2.8 or higher indicating that the respondents did understand and could implement the components. The components were as follows: a. Learning Online – changing mindsets. b. Be Learner Centric: knowing the learner, orientations, active engagements, evaluate authentically, provide integrated system of support. c. Success: “White space,” timing, rhythms, boundaries, containers, procedures, d. Seven Stages of learning Groups: Orientation, team building, goal/role clarification, commitment, implementation, high performance, renewal. e. Choosing Media: E-mail, discussion boards, chat, other: f. Facilitating online groups: objectives, building understanding, bring out the best in participants, dealing with problems. g. Making Online Learning Groups Work: Purposing the group, creating the ambiance, fresh material, housekeeping, feedback to writers, invitations to readers, welcoming new members, pacing, weaving, tracking. h. Designing Activities. i. Tracking and assessment. (See Table 84.)

**Table 84: Facilitation competencies**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Learn OL1-4 6a1	3.247	.722	.073	97	1.000	4.000	20
Imp Learn OL 1-4 6a2	3.031	.809	.082	97	1.000	4.000	20
Stu Cen 1-4 6b1	3.299	.752	.076	97	1.000	4.000	20
Imp Stu Cen 1-4 6b2	3.124	.794	.081	97	1.000	4.000	20
Success 1-4 6c1	2.969	.895	.091	97	1.000	4.000	20
Imp Success 1-4 6c2	2.887	.840	.085	97	1.000	4.000	20
Gp Stages 1-4 6d1	3.175	.750	.076	97	1.000	4.000	20
Imp Gp Stages 1-4 6d2	3.062	.747	.076	97	1.000	4.000	20
Choose Media 1-4 6e1	3.402	.745	.076	97	1.000	4.000	20
Imp Choose Media 1-4 6e2	3.206	.816	.083	97	1.000	4.000	20
Fac Gp 1-4 6f1	3.227	.823	.084	97	1.000	4.000	20
Imp Fac Gp 1-4 6f2	3.052	.808	.082	97	1.000	4.000	20
Gp Work 1-4 6g1	3.124	.820	.083	97	1.000	4.000	20
Imp Gp Work 1-4 6g2	3.041	.776	.079	97	1.000	4.000	20
Des Act 1-4 6h1	2.990	.848	.086	97	1.000	4.000	20
Imp Des Act 1-4 6h2	2.897	.860	.087	97	1.000	4.000	20
Tk Assess 1-4 6i1	2.969	.951	.097	97	1.000	4.000	20
Imp Tk Assess 1-4 6i2	2.856	.989	.100	97	1.000	4.000	20

**4. Pre Evaluation prior to Six Week Online Course**  
**4.a TeacherLine Online Module Facilitator’s Six Week Seminar**  
**Pre-Evaluation Survey**

Several days after the participants completed the one-day face-to-face workshop, the online six-week seminar began. A pre seminar evaluation survey was created for this to specifically capture data about their online facilitation experience, skills and comfort level. The questions asked for a rated response on a scale of one to four where low received one point and high received four points.

**1. Rate your experience in taking online seminars or online courses:**

**Facilitators**

Respondents were asked to rate their experience in taking online seminars and courses on a scale of one (low) to four (high). The mean response was 2.038 indicating a low experience level. (See Table 85.)

**Table 85: Rate your experience in taking online seminars or online courses: Facilitators**

	Pre 1 exp 1-4
Mean	2.038
Std. Dev.	1.096
Std. Error	.123
Count	80
Minimum	1.000
Maximum	4.000
# Missing	37

**2. Rate your expectations about learning from online seminars or online courses: Facilitators**

Respondents were asked to rate their expectations about learning from online courses on a scale of one to four. The mean response was 3.362 indicating a good expectation about learning. (See Table 86.)

**Table 86: Rate your Expectations about learning from online seminars or online courses: Facilitators**

	Pre 2 Learn exp 1-4
Mean	3.362
Std. Dev.	.750
Std. Error	.084
Count	80
Minimum	1.000
Maximum	4.000
# Missing	37

**3. How would you evaluate your current online facilitation skills? Facilitators**

Respondents were asked to rate their current online facilitation skills on a scale of one to four. The mean response was 2.350 indicating a realistic assessment about their current skills. (See Table 87.)

**Table 87: How would you evaluate your current online facilitation skills? Facilitators**

	Pre 3 Fac skills 1-4
Mean	2.350
Std. Dev.	.765
Std. Error	.085
Count	80
Minimum	1.000
Maximum	4.000
# Missing	37

**4. What is your current level of comfort in being an online facilitator?**

Respondents were asked to rate their current comfort level in being an online facilitator on a scale of one to four. The mean response was 2.487 indicating better than average level of comfort. (See Table 88.)

**Table 88: What is your current level of comfort in being an online facilitator**

	Pre 4 Comfort
Mean	2.487
Std. Dev.	.871
Std. Error	.097
Count	80
Minimum	1.000
Maximum	4.000
# Missing	37

#### 4.b TeacherLine Online Module Facilitator’s Six Week Seminar Post-Evaluation Survey

At the end of the six-week online seminar, participants were asked to take an online survey to assess their experience in the seminar and their newly acquired skills and comfort level with facilitation. There were nine questions on the survey.

##### 1a and 1b. Did this training meet your expectations? Facilitators

The respondents were asked if the training met their expectations. Twenty-three respondents indicated that it had met their expectations. (See Table 89.)

**Table 89: Did this training meet your expectations? Facilitators**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Po1a Train met exp 2 Yes	2.000	0.000	0.000	23	2.000	2.000	94
Po1a Train met exp 1 No	1.000	•	•	1	1.000	1.000	116

The second part of question one asked the respondents to explain their yes or no answer. Most said that the training had met or exceeded their expectations; only two expressed reservations, one wishing for more time with the learning environments, the other wanting something “more in-depth.” By contrast, one participant said the training, “Exceeded my expectations and was far more extensive than I anticipated.” In general, the answers given indicated that the training provided and the students’ expectations of it were compatible. Several said they’d gained insight into a facilitator’s role, some appreciated the experience of an on-line course and others stated that the hands-on nature of the training had been of most importance. (See Table 90.)

**Table 90: Did this training meet your expectations? Explanation by Facilitators**

<b>PBS Station</b>	<b>Training Meet Expectation? 1b. Explain</b>
IPTV	I wouldn't exactly say YES or NO. I was kind of in the middle (but closer to YES). I wish I could have done more with the Blackboard environment. I also would have like to have used the Virtual Classroom to see how that worked.

<b>PBS Station</b>	<b>Training Meet Expectation? 1b. Explain</b>
KAET	I liked having the information right there. I printed a hard copy for future reference.
KAET	Since I really had no expectations going into this, it more than met them.
KAET	The training exceeded my expectations and was far more extensive than I anticipated.
KAET	This training answered many of my questions about on-line training and gave me a support group of fellow facilitators with the same questions and insecurities who worked on solving these problems together.
KAET	
KAET	I have learned so much from this experience. The one-day workshop gave me an overview of being a facilitator. This training let me have a hands-on experience so that I could practice the skills needed to be a facilitator.
KAET	We had great participants & a great facilitator
KAET	It exposed me to the experience of on-line training and prepared me to facilitate a course in the future.
KAET	I feel much better about facilitating a TeacherLine course after completing this course.

<b>PBS Station</b>	<b>Training Meet Expectation? 1b. Explain</b>
KCPT	I learned a lot, but thought it not as in depth as I expected.

<b>PBS Station</b>	<b>Training Meet Expectation? 1b. Explain</b>
KLRN	Very helpful on facilitator techniques and learning to use the format.

<b>PBS Station</b>	<b>Training Meet Expectation? 1b. Explain</b>
KUAT	I learned what it was like to feel like a student in an online course. I was giving many more useful articles to use and learn from when I facilitate a course I was allowed to practice with Black Board and using basic html

<b>PBS Station</b>	<b>Training Meet Expectation? 1b. Explain</b>



MPT	I learned a lot about online facilitation by reading the input from my classmates and by being able to practice being a facilitator in my play module.
MPT	I learned how to dig into the modules. The use and potential of each section and how to create a friendly personalized learning atmosphere.

<b>PBS Station</b>	<b>Training Meet Expectation? 1b. Explain</b>
WPSX	My goal was to get tools that will allow me to effectively facilitate a module and I received many tools that I will be able to use.

<b>PBS Station</b>	<b>Training Meet Expectation? 1b. Explain</b>
WPTV	The training meet it's objectives

## 2. Rate the usefulness of the topics for your development: Facilitators

Respondents were asked to rate the usefulness of certain topics using during the seminar. They used the scale of one to four. These included a. Welcome and icebreakers. b. All about online discussions. c. Online coaching strategies. d. Organizing online groups. e. Customizing modules. f. Assessing online work. All of the responses were rated at 3.2 or above indicated a high level of usefulness. Four of the six topics were rated at 3.5 or better. (See Table 91.)

**Table 91: Rate the usefulness of the topics for your development: Facilitators**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Po2a Welcome 1-4	3.542	.658	.134	24	2.000	4.000	93
Po2b OI Dis 1-4	3.500	.659	.135	24	2.000	4.000	93
Po2c Coach Str 1-4	3.625	.647	.132	24	2.000	4.000	93
Po2d Org Groups 1-4	3.250	.794	.162	24	1.000	4.000	93
Po2e Custom Modules 1-4	3.583	.717	.146	24	2.000	4.000	93
Po2f Assess Work 1-4	3.417	.776	.158	24	1.000	4.000	93

### 3. Rate the usefulness of the seminar components for your professional development: Facilitators

Respondents were asked to rate the usefulness of the seminar components on a scale of one to four for their professional development. Components included the following: a. Online readings and resources; b. Weekly activities and assignments; c. Module technology lessons; d. Large group discussions; e. Small group discussions; f. Facilitator of the week practice; g. Feedback in private office space; h. Instructor feedback via e-mail; i. Self-paced online learning and teaching tutorials. All of the mean responses were at 3.0 or better. The highest mean response was for self-paced online learning and teaching tutorials. Four of the mean responses were above 3.5. (See Table 92.)

**Table 92: Rate the usefulness of the seminar components for your professional development: Facilitators**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Po3a Read Res 1-4	3.417	.504	.103	24	3.000	4.000	93
Po3b Act Assn 1-4	3.542	.588	.120	24	2.000	4.000	93
Po3c Mod Tech Lessons 1-4	3.583	.504	.103	24	3.000	4.000	93
Po3d Lg Group Discuss 1-4	3.583	.584	.119	24	2.000	4.000	93
Po3e Sm Group Discuss 1-4	3.125	.797	.163	24	2.000	4.000	93
Po3f Fac Prac 1-4	3.042	.806	.165	24	1.000	4.000	93
Po3g Fdbk Pri Office 1-4	3.083	.929	.190	24	1.000	4.000	93
Po3h Fdbk e-mail 1-4	3.250	.944	.193	24	2.000	4.000	93
Po3i OL tutor 1-4	3.750	.442	.090	24	3.000	4.000	93

### 4. What additional topics would you like to see included in this seminar?

#### Facilitators

Respondents were asked to provide additional topics that they would like to see included in the six-week seminar. Nine of the twenty-four respondents suggested additional topics for the seminar; the remaining responders said the training, “Was great the way it was.” Two of the nine wanted more hyper text markup language (HTML) material; three wanted to know how to use the Virtual Classroom. “More technical

training,” “managing and evaluating group activities,” and “chat room practice” were the remaining requests. (See Table 93.)

**Table 93: Additional topics like to see included: Facilitators**

<b>PBS Station</b>	<b>4. Additional topics like to see included</b>
IPTV	How to use the Virtual Classroom option.

<b>PBS Station</b>	<b>4. Additional topics like to see included</b>
KAET	More hands-on technical training with a facilitator.
KAET	How to use the Virtual classroom.
KAET	How to use the virtual classroom.
KAET	It would be great to cover more about HTML if that is a skill that facilitators are expected to have.
KAET	I would like the material that could be useful to all of us, such as charts developed by participants, to be available by attachment downloads so you don't have to resign.
KAET	Managing & evaluating group activities

<b>PBS Station</b>	<b>4. Additional topics like to see included</b>
KCPT	No Response

<b>PBS Station</b>	<b>4. Additional topics like to see included</b>
KLRN	More HTML

<b>PBS Station</b>	<b>4. Additional topics like to see included</b>
KUAT	Chat room practice

<b>PBS Station</b>	<b>4. Additional topics like to see included</b>
MPT	No Response

<b>PBS Station</b>	<b>4. Additional topics like to see included</b>
WPSX	None come to mind.

<b>PBS</b>	<b>4. Additional topics like to see included</b>
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<b>Station</b>	
WPTV	No Response

<b>PBS Station</b>	<b>4. Additional topics like to see included</b>
	Thought it was great the way it was.

**5. What is your current level of comfort in being an online facilitator?**

Respondents were asked to rate their current level of comfort in being an online facilitator. The scale was one to four where one was low and four was high. The mean response was a high 3.417 indicating a high level of comfort with becoming an online facilitator. (See Table 94.)

**Table 94: What is your current level of comfort in being an online facilitator**

	Po5 Comfort fac 1-4
Mean	3.417
Std. Dev.	.584
Std. Error	.119
Count	24
Minimum	2.000
Maximum	4.000
# Missing	93

**6. How would you evaluate your current online facilitation skills?**

Respondents were asked to evaluate their current level of online facilitation skills. The scale was one to four where one was poor, two was marginal, three was good, and four was excellent. The mean response was 3.208 indicating that the facilitators evaluated their facilitation skills at three or “good.” (See Table 95.)

**Table 95: How would you evaluate your current online facilitation skills?**

	Po6 Fac skills 1-4
Mean	3.208
Std. Dev.	.509
Std. Error	.104
Count	24
Minimum	2.000
Maximum	4.000
# Missing	93

**7a and 7b. Has your level of understanding of online learning improved as a result of this seminar? Please explain the changes you perceive: Facilitators**

Respondents were asked if their level of understanding of online learning had improved as a result of the six-week seminar by choosing yes or no. All of the respondents chose yes. (See Table 96.)

**Table 96: Has your level of understanding of online learning improved as a result of this seminar? Facilitators**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Po7a Underst imp 2 Yes	2.000	0.000	0.000	24	2.000	2.000	93
Po7a Underst imp 1 No	•	•	•	0	•	•	117

The respondents were asked to explain the changes that they perceived. The respondents named several ways by which the course had improved their understanding. A few said they were now more comfortable with an online environment, approximately a third became aware of how important feedback for students is in an online classroom. Several noted that the change in point of view, either by reading others' experiences, or by having to be online students in this instance was helpful, while a number said they better appreciated the importance of good facilitation. (See Table 97.)

**Table 97: Perceived Changes Due to the Six-Week Online Course: Facilitators**

<b>PBS Station</b>	<b>7b. Explain changes you perceive</b>
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IPTV	Through this class, I better understand what I need to do to be a good online facilitator. My first experience actually facilitating will be where I really develop my skills.
IPTV	I know more html than I used to. I also learned how to save and address files on-line.

<b>PBS Station</b>	<b>7b. Explain changes you perceive</b>
KAET	I use blackboard for my own professional development. But, I had never seen how it works for the instructors. This is great because I've been in both places now.
KAET	It is extremely important that the facilitator have a constant presence in the online learning and that they continually give feedback to the students, who do not have a physical person to see and react to.
KAET	The readings provided different perspectives to help expand my knowledge base. The practical hands-on activities helped. Reading what others had to say was especially enlightening.
KAET	I started from ground zero - this experience has provided a very good overview of many of the aspects of online learning.
KAET	I have found that it can be just as rigorous and engaging as an f2f class.
KAET	I better understand the crucial role the facilitator plays in assisting the learner in becoming comfortable with on-line learning. As in the classroom, the facilitator sets the tone. The delivery medium needn't be cold and impersonal if the facilitator does everything that was taught in this class.
KAET	I have seen the possibilities of building online communities of learners.
KAET	I know how important it is to help the learner feel that he/she has direct communication with the facilitator. The learner needs to feel welcomed, and needs to know that we are all learning and solving problems together.
KAET	Through the readings & discussion, I feel I'm exited the module with some specific techniques that will help me facilitate in the future (checklists, ice breakers, lurkers, giving feedback, etc.)
KAET	I have learned how important it is to give regular feedback to my students. I have pick-up great ideas about motivating students from other participants.
KAET	I feel more skilled in critical questioning. Also, my comfort level in steering discussions toward learning objectives has improved.

<b>PBS Station</b>	<b>7b. Explain changes you perceive</b>
KCPT	I feel more comfortable with it as a means of teaching.

<b>PBS Station</b>	<b>7b. Explain changes you perceive</b>
KLRN	Can go into a module and add extra things to spruce up the module.

<b>PBS Station</b>	<b>7b. Explain changes you perceive</b>
KUAT	Being an online student forced me to see how important it is to provide lots of positive feedback to students. In f2f students get an

	understanding from the instructor and in online courses students don't. So, I learned that I would have to spend more time than I thought commenting to individuals. I learned how important directions are and how important it is that you make them clear. I think I have lots of tips to utilize when different situations arise.
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<b>PBS Station</b>	<b>7b. Explain changes you perceive</b>
MPT	I have a clearer understanding of my role as a facilitator. I think I know how to respond to concerns people might have and how to include the "lurkers" into the discussion board."
MPT	I have a better understanding of the time commitment. The coaching, mentoring, interpersonal skills needed to elicit learning electronically, and the amazing techno. That is available to make this happen.

<b>PBS Station</b>	<b>7b. Explain changes you perceive</b>
WPSX	Yes, I have received a good understanding what it will take to keep people interested and active in the module. It was important to go through this first to see where the strengths and weaknesses are within the module and myself so I can address those during the training, and I did.

<b>PBS Station</b>	<b>7b. Explain changes you perceive</b>
WPTV	I have never done anything like this so my learning curve was exponential. I think I can be a facilitator with practice!!

<b>PBS Station</b>	<b>7b. Explain changes you perceive</b>
	It was very helpful to have the online facilitator's class. I just wish I had been able to take it prior to facilitating a module in June. But, I was able to incorporate many of the strategies into my class that I was facilitating.
	I am much more aware of the amount of time a facilitator needs to devote in order to create a quality experience for his/her students. In addition, now having the complete experience, as a learner I will better be able to understand what learners are experiencing.

**8. Would you recommend this online facilitator seminar to a colleague?**

Respondents were asked if they would recommend the online facilitation seminar to colleagues. All of the respondents indicated that they would. (See Table 98.)

**Table 98: Would you recommend this online facilitator seminar to a colleague**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Po8 Rec seminar 2 Yes	2.000	0.000	0.000	23	2.000	2.000	94
Po8 Rec seminar 1 No	.	.	.	0	.	.	117

**9. Do you have any concerns or comments about the seminar or being an online facilitator?**

Respondents were asked if they had any concerns or comments about the seminar or being an online facilitator. Comments about the seminar varied considerably. Several participants expressed excitement about being able to put their new knowledge into use, saying they just “couldn’t wait,” while an equal number of others said they had felt overwhelmed or confused. Two specific concerns were voiced by the respondents. One was that online interaction wasn’t always very interactive or inclusive, and thus could be better monitored or designed. The second concern addressed the need of some students to have the seminar’s material broken into two learning stages: one for those with prior facilitation experiences, another for learners with more minimal technical skills. (See Table 99.)

**Table 99: Concerns and comments about seminar or being facilitator**

<b>PBS Station</b>	<b>9. Concerns comments about seminar or being facilitator</b>
IPTV	I found that knowing HTML is helpful when trying to customize the module. I don't know HTML. It would be nice to have a link to an introductory lesson on the basics of HTML.



<b>PBS Station</b>	<b>9. Concerns comments about seminar or being facilitator</b>
KAET	I can't wait for August!
KAET	As with any teaching, experience is needed to improve one's skills. I believe that the more experience I have at facilitating, the better facilitator I will become.
KAET	I am looking forward to facilitating classes in the future and am anxious to begin.
KAET	The lack of participation by some of the students" in the class in small group discussions and as "buddies" really impacted my learning. No one ever visited my play module so I got no interactive practice there and only one person in my small group posted anything and that was more than a week after that exercise. This needs to be addressed, as it was quite discouraging. In spite of that though, the class was very helpful and I learned a great deal."
KAET	I have shared with the instructor comments. In my case taking the class, trying to work in the play module and keeping a live" module going was overwhelming at times. I would recommend discriminating between those taking it in advance of facilitating and those trying to do both (learn and facilitate) at the same time."
KAET	The time commitment to complete the module was greater than advertised. The credit hours should be changed to reflect this. Reading through all the discussion groups required the largest portion of the time.
KAET	I am concerned regarding the instructions the facilitator receives in regard to what exactly the learners are to turn in. In the class I took as a learner there were content activities and then assignments in the separate section. I was confused as to why we only had to do the ones in the assignment section and hoped the facilitator was correct in telling me those were the only ones I had to do and turn in.
KAET	I wish I had had this class before facilitating my first module, but I understand that it wasn't possible given the need in Arizona to get online training rolling. I know that my second facilitation experience will be much richer because of this seminar. Marsha was an EXCELLENT instructor who managed to be both personal and professional online. I will strive to emulate her example.
KAET	I will facilitate my first course in August. As with anything new I don't really know what to expect. I hope I can make my students feel comfortable and that I can help them with any technical and curriculum problems that they may have. I am very excited and look forward to the challenge.
KAET	This course I took is different from the course I facilitated myself (Grade Books & Classroom Mgt.) This course, I definitely had to be on-line every week, participating @ least 3 times a week. With Grade books, the participants just had to get the work done & submitted...it was hard to have a thriving, in-line' discussion. So the # of times to be participating in a discussion, per week, needs to be shared with the participants up front. From the 1.5 day of training we had, I thought I needed to have my students on-line a minimum of 3xs a week.... not true.
KAET	The hardest part is the technical aspects. With the hands on approach, you can point. The online communication needs very clear instructions and that is a challenge for me.
KAET	No.

<b>PBS Station</b>	<b>9. Concerns comments about seminar or being facilitator</b>
KCPT	No Response

<b>PBS Station</b>	<b>9. Concerns comments about seminar or being facilitator</b>
KLRN	Most of the assignments were divided into small assignments. There was one week that seemed to be overwhelming, assignment too much.

<b>PBS Station</b>	<b>9. Concerns comments about seminar or being facilitator</b>
KUAT	I think this seminar provided good practice activities. The only one I didn't care for was the Buddy situation - it was too contrived to play act and I didn't find it meaningful.

<b>PBS Station</b>	<b>9. Concerns comments about seminar or being facilitator</b>
MPT	My buddies did not enroll in my play module so there needs to be some monitoring of that aspect of the course. Also I would have liked more feedback from the facilitator about my progress not just in a discussion board but also in my play module.
MPT	I need practice with html to get graphics in and create a warmer less sterile environment.

<b>PBS Station</b>	<b>9. Concerns comments about seminar or being facilitator</b>
WPSX	My only concern is with reliability. During the training I had part of a module erased and the entire module was down for a few days. That can affect productivity and people to get frustrated.

<b>PBS Station</b>	<b>9. Concerns comments about seminar or being facilitator</b>
WPTV	I would have liked to been an online student 1st to see how an instructor reacts to me as a student. It would have given me insight as to what was effective with me as a student.

<b>PBS Station</b>	<b>9. Concerns comments about seminar or being facilitator</b>
	I liked the training so much that I have contacted MetaCourse to see if they will offer this training to a core group of teachers who will be involved in piloting Blackboard in our district for the fall!!:)

## Regression Analysis and Correlation Analysis on Variables for Teachers

### Introduction to TeacherLine Surveys 3 4a and 4b

Multiple regression analyses were performed using as the dependent variable, the level of comfort the facilitator indicated on a scale of one to four where four was high, with being an online facilitator.

Correlation analysis was performed on all the variables but only one strong correlation between variables was observed. The variable “implement online learning” was strongly correlated with “implementing student centric” method at .937. A strong correlation is noted if it is at .800 or above. No other variables met this criteria.

### Multiple Regression on Dependent Variable Level of Comfort with Urban, Suburban or Rural Area, Gender, Role clarification, Received Necessary Information: Facilitators

A multiple regression was performed using as independent variables whether the respondent lived in an urban, suburban, or rural areas, gender, whether the one day training clarified roles and responsibilities for online facilitation, and whether they got the necessary information. None of these variables accounted for the level of comfort with being an online facilitator, the dependent variable. (See Table 100.)

**Table 100: Multiple Regression on Dependent Variable Level of Comfort with Urban, Suburban or Rural Area, Gender, Role Clarification, and Received Necessary Information: Facilitators**

Regression Summary	
Po5 Comfort fac 1-4 vs. 4 Independents	
Count	20
Num. Missing	97
R	•
R Squared	•
Adjusted R Squared	•
RMS Residual	•

**ANOVA Table**

Po5 Comfort fac 1-4 vs. 4 Independents

	DF	Sum of Squares	Mean Square	F-Value	P-Value
Regression	4	•	•	•	•
Residual	15	•	•		
Total	19	5.000			

**Regression Coefficients**

Po5 Comfort fac 1-4 vs. 4 Independents

	Coefficient	Std. Error	Std. Coeff.	t-Value	P-Value
Intercept	•	•	•	•	•
U1 S2 R3	•	•	•	•	•
F2 M1	•	•	•	•	•
Clarify roles 2y 1o	•	•	•	•	•
Info to Fac 2yes 1no	•	•	•	•	•

**Multiple Regression on Dependent Variable Level of Comfort with Nine Facilitation Competencies**

A multiple regression was performed using as independent variables whether the respondent understood and could implement various components of the program deemed to be facilitation competencies after the one day face to face training. The specific variable names are the same topic names used in the facilitator’s training. The F-value of 11.435 indicated that there was significance in some of the figures. The t-value and P-value in the regression coefficient table below shows that the following variables were significant at P=.02 to .05; Learning Online (and implementing), being Learner Centric, Choosing Media, Facilitating Online Groups, Designing Activities, and Tracking and Assessment (and implementing). (See Table 101.)

**Table 101: Multiple Regression on Dependent Variable Level of Comfort with Nine Facilitation Competencies**

**Regression Summary**

Po5 Comfort fac 1-4 vs. 18 Independents

Count	22
Num. Missing	95
R	.993
R Squared	.986
Adjusted R Squared	.899
RMS Residual	.187

**ANOVA Table**

Po5 Comfort fac 1-4 vs. 18 Independents

	DF	Sum of Squares	Mean Square	F-Value	P-Value
Regression	18	7.213	.401	11.435	.0340
Residual	3	.105	.035		
Total	21	7.318			

**Regression Coefficients**

Po5 Comfort fac 1-4 vs. 18 Independents

	Coefficient	Std. Error	Std. Coeff.	t-Value	P-Value
Intercept	3.504	.536	3.504	6.534	.0073
Learn OL1-4 6a1	1.033	.317	1.017	3.263	.0470
Imp Learn OL 1-4 6a2	-1.759	.604	-2.235	-2.911	.0619
Stu Cen 1-4 6b1	-1.212	.293	-1.193	-4.130	.0258
Imp Stu Cen 1-4 6b2	1.213	.565	1.591	2.145	.1213
Success 1-4 6c1	-.073	.343	-.076	-.214	.8444
Imp Success 1-4 6c2	.811	.180	.992	4.506	.0204
Gp Stages 1-4 6d1	-.129	.429	-.159	-.302	.7826
Imp Gp Stages 1-4 6d2	.205	.224	.273	.919	.4260
Choose Media 1-4 6e1	.907	.243	.732	3.736	.0334
Imp Choose Media 1-4 6e2	-.865	.311	-1.065	-2.783	.0688
Fac Gp 1-4 6f1	-1.297	.360	-1.105	-3.604	.0366
Imp Fac Gp 1-4 6f2	.745	.403	.887	1.847	.1619
Gp Work 1-4 6g1	.237	.393	.239	.602	.5895
Imp Gp Work 1-4 6g2	.371	.511	.490	.726	.5205
Des Act 1-4 6h1	.476	.158	.573	3.010	.0572
Imp Des Act 1-4 6h2	-.383	.190	-.510	-2.019	.1368
Tk Assess 1-4 6i1	-.954	.259	-1.174	-3.687	.0346
Imp Tk Assess 1-4 6i2	.750	.230	1.206	3.254	.0473

**Multiple Regression on Dependent Variable Level of Comfort with Online Experience, Online Learning Expectations, Current Facilitation Skills, and Comfort Level as the Six Week Online Facilitator’s Course Began**

A multiple regression was performed using as independent variables whether the respondent had experience in online seminars/courses, online learning expectations, current facilitation skills, and the comfort level on the first day of the six week online facilitator’s training. With an F-value of 2.395 and a t-value of 4.028, only the online experience variable was significant with P=.03 (See Table 102.)

**Table 102: Multiple Regression on Dependent Variable Level of Comfort with Online Experience, Online Learning Expectations, Current Facilitation Skills, and Comfort Level as the Six Week Online Facilitator’s Course Began**

**Regression Summary**

Po5 Comfort fac 1-4 vs. 4 Independents

Count	24
Num. Missing	93
R	.579
R Squared	.335
Adjusted R Squared	.195
RMS Residual	.524

**ANOVA Table**

Po5 Comfort fac 1-4 vs. 4 Independents

	DF	Sum of Squares	Mean Square	F-Value	P-Value
Regression	4	2.625	.656	2.395	.0866
Residual	19	5.208	.274		
Total	23	7.833			

**Regression Coefficients**

Po5 Comfort fac 1-4 vs. 4 Independents

	Coefficient	Std. Error	Std. Coeff.	t-Value	P-Value
Intercept	3.388	.841	3.388	4.028	.0007
Pre 1 exp 1-4	.267	.119	.473	2.245	.0369
Pre 2 Learn exp 1-4	-.241	.226	-.208	-1.066	.3000
Pre 3 Fac skills 1-4	-.198	.270	-.199	-.734	.4720
Pre 4 Comfort	.344	.229	.388	1.502	.1496

## Multiple Regression on Dependent Variable Level of Comfort with Seminar

### Topics: Facilitators

A multiple regression was performed using as independent variables the rating of the usefulness of the topics covered in the seminar. These included online discussions, online coaching strategies, organizing online group, customizing modules, and assessing online work. With an F-value of .641, none of these variables accounted for the level of comfort with being an online facilitator, the dependent variable. (See Table 103.)

**Table 103: Multiple Regression on Dependent Variable Level of Comfort with Seminar Topics: Facilitators**

#### Regression Summary

Po5 Comfort fac 1-4 vs. 7 Independents

Count	24
Num. Missing	93
R	.468
R Squared	.219
Adjusted R Squared	•
RMS Residual	.618

#### ANOVA Table

Po5 Comfort fac 1-4 vs. 7 Independents

	DF	Sum of Squares	Mean Square	F-Value	P-Value
Regression	7	1.715	.245	.641	.7166
Residual	16	6.118	.382		
Total	23	7.833			

#### Regression Coefficients

Po5 Comfort fac 1-4 vs. 7 Independents

	Coefficient	Std. Error	Std. Coeff.	t-Value	P-Value
Intercept	4.379	1.385	4.379	3.161	.0060
Po1a Train met exp 2yes 1no	-.705	.658	-.246	-1.071	.3001
Po2a Welcome 1-4	.401	.410	.452	.978	.3425
Po2b OI Dis 1-4	.093	.612	.106	.153	.8805
Po2c Coach Str 1-4	-.284	.458	-.315	-.620	.5437
Po2d Org Groups 1-4	-.391	.318	-.531	-1.226	.2378
Po2e Custom Modules 1-4	-.103	.229	-.126	-.448	.6600
Po2f Assess Work 1-4	.392	.239	.521	1.642	.1202

## **Multiple Regression on Dependent Variable Level of Comfort with Seminar Components**

A multiple regression was performed using as independent variables whether the respondents found specific seminar components useful for their professional development. These topics including online readings and resources, weekly activities and assignments, module technology lessons, large group discussions, small group discussions, facilitator of the week practice, feedback in private office space, instructor feedback via e-mail, self-paced online learning and teaching tutorials. An F-value of 2.510 indicates significance, but only one variable was significant at a level of  $P=.05$  which was feedback in the private office space. None of the other variables accounted for the level of comfort with being an online facilitator, the dependent variable. (See Table 104.)



**Table 104: Multiple Regression on Dependent Variable Level of Comfort with Seminar Components**

**Regression Summary**

Po5 Comfort fac 1-4 vs. 9 Independents

Count	24
Num. Missing	93
R	.786
R Squared	.617
Adjusted R Squared	.371
RMS Residual	.463

**ANOVA Table**

Po5 Comfort fac 1-4 vs. 9 Independents

	DF	Sum of Squares	Mean Square	F-Value	P-Value
Regression	9	4.836	.537	2.510	.0596
Residual	14	2.998	.214		
Total	23	7.833			

**Regression Coefficients**

Po5 Comfort fac 1-4 vs. 9 Independents

	Coefficient	Std. Error	Std. Coeff.	t-Value	P-Value
Intercept	3.491	1.211	3.491	2.881	.0121
Po3a Read Res 1-4	-.204	.270	-.176	-.755	.4628
Po3b Act Assn 1-4	.304	.357	.306	.851	.4092
Po3c Mod Tech Lessons 1-4	-.440	.455	-.380	-.969	.3490
Po3d Lg Group Discuss 1-4	.049	.209	.049	.236	.8171
Po3e Sm Group Discuss 1-4	-.041	.140	-.056	-.293	.7736
Po3f Fac Prac 1-4	-.273	.157	-.378	-1.738	.1041
Po3g Fdbk Pri Office 1-4	.475	.163	.756	2.908	.0115
Po3h Fdbk e-mail 1-4	-.023	.195	-.037	-.117	.9085
Po3i OL tutor 1-4	.138	.255	.105	.543	.5958

**Multiple Regression on Dependent Variable Level of Comfort with Evaluation of the Current Online Facilitation Skills**

A simple regression was performed using as an independent variable the respondents' evaluation of their current online facilitation skills on a scale of one to four where four was high. The dependent variable was the respondents' current level of comfort in being an online facilitator. As might be expected, the F-value was quite high at

23.636. The regression coefficient table shows a P-value for facilitation skills at the  $P=.0001$  level of significance. As the respondents' sense of facilitation skills increased, the comfort level in being an online facilitator increased. (See Table 105.)

**Table 105: Multiple Regression on Dependent Variable Level of Comfort with Evaluation of the Current Online Facilitation Skills**

**Regression Summary**

Po5 Comfort fac 1-4 vs. Po6 Fac skills 1-4

Count	24
Num. Missing	93
R	.720
R Squared	.518
Adjusted R Squared	.496
RMS Residual	.414

**ANOVA Table**

Po5 Comfort fac 1-4 vs. Po6 Fac skills 1-4

	DF	Sum of Squares	Mean Square	F-Value	P-Value
Regression	1	4.057	4.057	23.636	<.0001
Residual	22	3.776	.172		
Total	23	7.833			

**Regression Coefficients**

Po5 Comfort fac 1-4 vs. Po6 Fac skills 1-4

	Coefficient	Std. Error	Std. Coeff.	t-Value	P-Value
Intercept	.769	.551	.769	1.396	.1767
Po6 Fac skills 1-4	.825	.170	.720	4.862	<.0001

## Modules for Learners Enrolled in Modules 5. Module Pre-Evaluation Survey

Teachers enrolled in content modules. Most of them had already participated in a station one day training and provided data for the evaluation through the 1a-1b (teachers) or 2a-2b surveys (other educators). The participants filled in a pre module survey which was called Survey 5. They completed the module after the first year grant period. The survey had 17 questions which focused primarily on why the teachers enrolled in the module, expectations, and their comfort levels in working online.

### Urban, Suburban, Rural

Respondents were primarily from suburban areas with 35 participants indicating this. Thirty-one respondents worked in urban areas and 18 worked in rural areas. (See Table 105.)

**Table 105: Urban, Suburban, Rural**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Urban1	1.000	0.000	0.000	31	1.000	1.000	53
Suburban 2	2.000	0.000	0.000	35	2.000	2.000	49
Rural 3	3.000	0.000	0.000	18	3.000	3.000	66

### Gender

Respondents were asked to indicate their gender. Sixty-eight were female and 15 were male. (See Table 106.)

**Table 106: Gender**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Female 2	2.000	0.000	0.000	68	2.000	2.000	16
Male 1	1.000	0.000	0.000	15	1.000	1.000	69

### Ethnic/Race

Respondents were asked to indicate ethnicity and race. The majority, 65, indicated they were not of Hispanic or Latino ethnicity. Sixty-six were white, 28 were Black or African American. Twenty-seven each were of mixed race and did not know their race. (See Table 107.)

**Table 107: Ethnic/Race**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Ethnic 1 HisLat	1.500	.577	.289	4	1.000	2.000	80
Ethnic 2 Not HisLat	2.000	0.000	0.000	65	2.000	2.000	19
Am Ind AL native 1	•	•	•	0	•	•	84
Asian 2	•	•	•	0	•	•	84
Blk/Afr Am 3	4.714	.854	.161	28	3.000	6.000	56
Native HA O Pac Is 4	•	•	•	0	•	•	84
White 5	4.939	.460	.057	66	3.000	6.000	18
Mixed 6	4.889	.751	.145	27	3.000	6.000	57
Don't Know 7	4.926	.829	.159	27	3.000	7.000	57

### 1. Please explain why you enrolled in this class.

Respondents were asked to explain why they enrolled in the class. Approximately half of the respondents named learning about a specific computer software function (spreadsheets, gradebooks, graphics, websites or databases) as their primary reason for taking the class. Several said they were enrolled because they “have to be” or because it contributed to their teaching certification or recertification. One responded with, “It was free! I wanted to try at home, online learning.” Others said they enrolled because the class “looked interesting,” or “looked fun.” Several said that the PBS name attracted their attention.

A substantial number of students viewed the course as a potentially effective way to both gain more experience with computer technology and to improve, perhaps through the use of computers, their classroom management skills. Some sought a way to better handle the volume of paperwork that accompanied teaching; others for ideas on how to use computers to enhance their students’ learning. One said, “[I] Would like to be a

better constructivist," another wanted to learn how to design lessons that incorporated the Internet. Several librarians enrolled because they needed to know how to help students do searches or use digital media, while a number of teachers simply wanted to explore what kinds of software and technology might be available. (See Table 108.)

**Table 108: Please explain why you enrolled in this class**

<b>PBS Station</b>	<b>1. Why enrolled</b>
IPTV	If I am a navigator, " I have to be enrolled."

<b>PBS Station</b>	<b>1. Why enrolled</b>
KAET	To give me knowledge on how to develop a website for my preschool class.
KAET	I have very limited experience with Excel and have wanted to learn more. This was a perfect opportunity!
KAET	Enrolled in QSD13024.2, QML1001.0, QTS07074.2, QNCTM0000.0 Convenient and inexpensive way to accrue professional growth credits in an area of real interest.
KAET	Next year I will be teaching science and technology to our 125 fifth graders. I want the students to learn how to use spreadsheets and graphs/charts and to integrate them with their science projects/experiments. Therefore, this class was chosen to prepare me for this objective.
KAET	I want to expand from spreadsheets into databases.
KAET	This class looked like the one that would be the most useful to me in the coming year.
KAET	I am not in the above module. The module I am signed up for is not on the list. I am in the module Math in "Everyday Life in Grades 6 - 8. I was hoping to get more ideas to help teach the standards."
KAET	I've always been interested in learning how to develop a Web Quest since seeing Maya Quest. Also, I wanted to show support for PBS by participating.
KAET	District credit... first online class and wanted to take something I thought I'd be comfortable with
KAET	I was hoping that this class would assist in increasing my classroom management skills help with grade books, electronic and paper/pencil.
KAET	I am very weak in spreadsheet use and want to increase my knowledge.
KAET	To learn how to make presentations using the information available on the internet.
KAET	To further my knowledge of computers use.
KAET	I would like to integrate technology into my math lessons.
KAET	To enhance my computer skills & bring it into the classroom
KAET	I want to be more comfortable and proficient in the use of the computer. I also want to be able to utilize the computer to be more proficient in my work as a Library Media Specialist, to help and support the students

PBS Station	1. Why enrolled
	that I work with and teach, as well as the teachers and staff who look to my support.
KAET	To learn more about how to use graphics in the documents that I write and to help my students incorporate graphics into their work.
KAET	I think graphic organizers are a great way for students to learn how to organize material. I'm always looking for new ideas so I thought this class sounded good.
KAET	I have dabbled in this over the past year, but want to be able to design more complete and in-depth WebQuests for my classes.
KAET	To learn how to use the computer for grades and record keeping.
KAET	These classes are something new that my district is trying. I chose this particular class because I am interested in using grade book software and getting classroom management ideas.
KAET	I would like to get ideas on how to more effectively use the classroom computer to enhance learning.
KAET	I thought that it would be fun and would give me some added info that I might be able to incorporate into my classroom.
KAET	The database course was only for Mac users.
KAET	I am updating my gateway destination system with a flex cam and a projector and I would like to know more about developing presentations.
KAET	I enrolled in this class to learn about new ways to manage a classroom and electronic grade books.
KAET	As a librarian I often have to help students search a topic.
KAET	I am a new teacher. I have 475 different students. I know the value of a computer for organizing and record keeping. My school's resident electronic grade book is complex. I hoped for more insight on the grade book's functions.
KAET	It was free! I wanted to try at home, online learning.
KAET	I need points for re-certification and I want to become more comfortable with my computer.
KAET	Interested in pursuing professional development related to technology.
KAET	My familiarity with the Internet has come from the hunt and peck method of exploration. I need to have more formal instruction to move beyond the realm of the novice.
KAET	I've had some introduction to websites, but would like some more knowledge.
KAET	I need to explore what software is appropriate for my classroom/lab use. I need to become familiar with software products. I don't want to use products that really don't fit, if better products are out there.
KAET	I need to learn how to increase my productivity. I am bogged down by the amount of paperwork involved with my job.
KAET	Thought it sounded interesting and timely.
KAET	I use them and believe I can use ones that I create to enhance learning by my students.
KAET	I have used spreadsheets but not across the curriculum. It's been working on grades or fundraising lists.
KAET	Would like to be better constructivist.
KAET	I have been thinking about creating a web page for my students. They would be able to use it to find out their assignments and extra credit

<b>PBS Station</b>	<b>1. Why enrolled</b>
	assignments. They could ask questions and give input into class topics and assignments
KAET	I enjoy taking classes during the summer months, and I thought that this class would be beneficial for my situation as a teacher.
KAET	I would like to learn how to design lessons that would allow students to use the internet. I am hoping to learn more about using the computer in the classroom.
KAET	For re-certification units
KAET	I work with K-8 teachers and feel comfortable facilitating middle school yet need more info on working with primary students.
KAET	To try something new and learn more
KAET	It looked interesting.
KAET	I am interested in designing my own web page
KAET	I would like to use the computers in my classroom more often. I am hoping that this course will help me guide the structure of my classroom to accomplish this.
KAET	To gain more knowledge for implementation in the classroom
KAET	I'd like to learn more about creating graphics, as I know very little.
KAET	To further enhance my learning and to obtain staff development credits
KAET	To learn more about web design to teach my students
KAET	I am unfamiliar with Hyperstudio, but think it would be a program I could use in my teaching.
KAET	I wanted to earn credits towards my re-certification hours. I also wanted to learn more about distance learning.
KAET	I'm interested in improving the range and quality of my teaching. I see that technology must be a part of that. The PBS courses are free and I can do the work at home.
KAET	To learn more practical applications for spreadsheets with students.
KAET	I want to learn how to create spreadsheets and use them in various curricular areas.
KAET	To learn how to integrate technology in my classroom
KAET	I am going to be teaching a technology class this year and have experience with PowerPoint and Inspiration, but the experience I have has been unstructured and on my own. I figured this module would give me great ideas about how to effectively use these applications in my class as a main component.
KAET	I want to be able to complete my portion (the library) of our school web page.
KAET	To learn excel better
KAET	Learn Excel and to great a grade keeping program for my own use.
KAET	I have little experience using spreadsheets and am looking g or ways to use technology in the classroom as well as giving my students experience that will be useful to them in their careers
KAET	I am a technology trainer and I am looking for ways to involve all of my teachers in the use of Excel
KAET	Students are knowledgeable about creating a website and I want to be able to assist them when they have questions. I also want to be able to work on the library website.
KAET	To increase my knowledge and to help other teachers on my campus.
KAET	I need re-certification hours. I am currently using my calculator and

<b>PBS Station</b>	<b>1. Why enrolled</b>
	ruler to calculate the grades and am excited about the prospect of putting those items aside.
KAET	I need to know more about this subject to effectively use the technology equipment in my classroom.
KAET	
KAET	I would like to learn how to use grade book software and how it can be the most affective in my classroom.
KAET	learn how to design WebQuests to use with students next year.
KAET	I want to learn how to design a WebQuest so that I will be able to share the information with classroom teachers when they are planning a technology-enhanced lesson.
KAET	I enrolled in this course to help me learn some basics about web page development. I wish to be relatively fluent in this area so I can incorporate web page writing in my classroom.
KAET	Thought it would make it easier to use technology in my classroom and it would make be more aware of what's available out there.

<b>PBS Station</b>	<b>1. Why enrolled</b>
KRMA	I am taking Online Facilitator Training to help my district. We are going to serve as an LEA and offer many online courses for the teachers in our district. I am learning to facilitate these courses.

<b>PBS Station</b>	<b>1. Why enrolled</b>
MPT	I transferred to a new school and Pauline recommended that I take this class to become aware of techniques that I can share with the staff to enhance the technology program there.

<b>PBS Station</b>	<b>1. Why enrolled</b>
WETA	I enrolled in this class because as a new teacher I need and appreciate any help I can get to make the teaching and learning experience the best it can be for my students and myself.

<b>PBS Station</b>	<b>1. Why enrolled</b>
	I want to set up a web page for my students and their parents to access
	Because the one I first enrolled in was for Mac users and this one also sounded interesting and as a way to become familiar with what software is out there for teachers to use in the classroom
	I enrolled in the class to help me integrate technology into the curriculum and receive professional development for doing so.
	I would like to know more about using spreadsheets in the classroom. I'm not very familiar nor am I comfortable. I am looking for ideas to support technology in the classroom.



## 2. What are your learning expectations from this class?

Respondents were asked about their expectations for the class. Respondents' expectations of the class were a direct reflection of the reasons they gave for enrolling: they anticipated leaving the class knowing how to use Excel, or HyperStudio, or WebQuest; to have mastered computer gradebooks; or to have gained new ideas and insights that could be applied in their classrooms. Those not seeking to learn a particular software said such things as, "To increase my knowledge and comfort level of computers," "How to better use a computer to benefit myself and my classroom," and "To be more capable of collecting information from sources of my choice." Many said they hoped, regardless of what particular things they expected to learn, to become proficient enough to replicate their new knowledge for their students. Other expectations stated included the opportunity to network with other teachers, the hope of learning more about TeacherLine, how to facilitate other teachers' computer learning, and knowing how on-line learning works. (See Table 109.)

**Table 109: What are your learning expectations from this class**

<b>PBS Station</b>	<b>2. Learning expectations</b>
IPTV	I hope I can experience what it is like to do a module. I also hope to better learn what TeacherLine is about.

<b>PBS Station</b>	<b>2. Learning expectations</b>
KAET	I expect to learn the basic of website development.
KAET	I would like to become comfortable with Excel so that I can train others to use it in the fall. I will plan to use it with my students as well.
KAET	I expect to learn content, of course, but also to build networks of colleagues throughout the country with whom I may share ideas, problems, solutions, feelings, etc.
KAET	I want to learn how to use spreadsheets, databases, charts, and graphs in the classroom and to build an idea list of how to enhance my students' learning with them.
KAET	I want to set up a database for our reading management program.
KAET	I have seen web quests that did not work particularly well and hope that this class will give me an idea of why they fail and what I can do to have students get out of them exactly what their teacher wants them to get.
KAET	To get ideas and resources to find lesson plans to help make math

<b>PBS Station</b>	<b>2. Learning expectations</b>
	more enjoyable and more applicable to everyday math issues that my students may face.
KAET	I expect to be able to design and evaluate Web Quests. In addition, I anticipate having a sample Quest to show my students.
KAET	How to better use a computer to benefit myself and my classroom
KAET	So far, nothing that I didn't already know.
KAET	I hope to get lots of ideas for using spreadsheets and become comfortable with using them.
KAET	How to jazz up presentations with pictures and sound; how to import from the net; how to teach students to do so.
KAET	To increase my knowledge and comfort level of computers.
KAET	I would like to get ideas for integrating technology into math lessons.
KAET	Introduction & exploration
KAET	Hoping to become more comfortable with computers and more knowledgeable.
KAET	That I will become more familiar with different graphics programs and feels comfortable using graphics.
KAET	I expect how gather new ideas to use in my classroom. I'm also looking forward to learning how to a program that creates graphic organizers.
KAET	1. I will come out of this class knowing the critical attributes of WebQuests 2. I will be able to create these for my students 3. I will be able to help other teachers/students create them for their classes.
KAET	To be able to use what I learn this coming school year.
KAET	I want to take away new information regarding grade book software and classroom management
KAET	I expect to learn ways to incorporate the classroom computer into my existing instruction and ways to modify my teaching to facilitate this.
KAET	I really do not know right now.
KAET	Since I already use Excel for a variety of tasks, I'm mostly interested in experiencing and evaluating on-line coursework in general and TeacherLine specifically.
KAET	Easier watts to developed presentations for my classes
KAET	I want to be able to better manage computer use and be more knowledgeable about the teaching tools available to me.
KAET	Make me focus on the different search engines, which is best for what. My searching now is rather haphazard.
KAET	I hope to acquire a better knowledge of computer grade books.
KAET	I will understand how online learning works. I hope I will like learning online and be able to take more courses. I want to learn more about technology in the classroom.
KAET	I want to find and learn to use a grade book that will meet my needs
KAET	Hoping to learn how I can apply technology to increase student learning.
KAET	I expect to have a much clearer picture of how to conduct Internet searches that are more targeted and specific.
KAET	I want to learn more about creating web pages.
KAET	Hopefully, I will find out sources for software and I will also learn of materials that will support my classroom objectives. I want to know of at least one good program to support my biggest thematic units. I need

<b>PBS Station</b>	<b>2. Learning expectations</b>
	some focused computer programs that adapt to my students' abilities.
KAET	I hope to learn ways to use my computers, both at home and at school, to make me more productive and organized.
KAET	To be more capable of collecting information from sources of my choice.
KAET	I need to learn the basics of developing an instructional webquest.
KAET	I hope to be exposed to more ways to use a spreadsheet.
KAET	To have a better understanding of how to teach according to constructivist model
KAET	I would like to be able to learn new skills in webs that will assist me in my teaching. I want to make information more accessible to my students and be able to talk to them out of class when they are actually doing their homework.
KAET	I want to feel more comfortable with using a computer for myself and as a teacher with students.
KAET	I hope to learn more about using the internet, planning lessons, and working with software.
KAET	Not a lot.
KAET	How best to facilitate primary teachers in math.
KAET	I am not sure. Maybe, less frustration at the process.
KAET	To gain guidelines for evaluating software.
KAET	Basic knowledge of web sights
KAET	How to use a computer more effectively in my classroom. How to use the computers so that all students will have access to learning on the computer.
KAET	To create projects that will challenge me and provide ideas for instruction in the classroom
KAET	I'd like to learn the different types of graphics. How to use various programs to create graphics such as Paint and Corel.
KAET	To create an exciting and useful web page for myself so that I can my classes can create their own
KAET	To increase my knowledge of different web composing software
KAET	To improve my presentation abilities. To learn new ways to integrate technology in my primary reading classes.
KAET	I would like to learn more about finding resources for evaluating software before I purchase these programs to use with my students.
KAET	I'd like to gain a working knowledge of how to create post and modify web pages.
KAET	To come out with something I can use with my students next year.
KAET	I expect to learn how to create spreadsheets.
KAET	To get new ideas to use technology in my classroom with programs that are in the district toolkit
KAET	I expect to learn how to effectively use these programs to that I can begin to use them across a wide range of course subjects. I would also like to be able to train others at school how they can incorporate these new ideas into their curriculum to begin to incorporate the technology component to their established curriculum. My long-term goal is to be able to teach technology related information on line to teachers in order to help them be more efficient and effective.
KAET	I hope to be able to learn how to make a web page and have access

<b>PBS Station</b>	<b>2. Learning expectations</b>
	to help if I become stumped or confused by the instructions on how" to make that happen."
KAET	Input formulas and science applications
KAET	Learn Excel.
KAET	Using spreadsheets effectively and surveying the scope of uses for spreadsheets
KAET	I am looking for ideas that I can share with teachers and ideas that will get them excited about integrating technology with their curriculum.
KAET	I am hoping to be able to begin using HTML for designing a website.
KAET	That I will feel more comfortable, thus making my students more comfortable.
KAET	I hope to become more comfortable using a variety of different grade books. My district is going to be using one next year (although I'm not sure which one) and I want to be able to use it to the fullest potential.
KAET	I hope to learn how to use Hyperstudio and to be able to make effective presentations on my computer
KAET	To be able to learn about different software programs and how to evaluate them so they will give me the best classroom management.
KAET	That I will gain the knowledge, tools necessary to design my own WebQuests.
KAET	That I will have enough of the basics so that I can demonstrate to teachers how to develop a WebQuest.
KAET	That I will learn some helpful tips for creating web pages.
KAET	Enable me to use technology more and more comfortably with my students.

<b>PBS Station</b>	<b>2. Learning expectations</b>
KRMA	To become comfortable and confident about facilitating online courses.

<b>PBS Station</b>	<b>2. Learning expectations</b>
MPT	I hope to gain additional knowledge that will help me to increase teacher's use of technology in classroom instruction.

<b>PBS Station</b>	<b>2. Learning expectations</b>
WETA	My learning expectations from this class are the development of networking avenues and forums for discussion of some common or uncommon aspects of teaching.

<b>PBS Station</b>	<b>2. Learning expectations</b>
	That I will be able to learn to set up a web page with minimal stress
	I am hoping to learn another way to integrate technology into the classroom
	To effectively integrate spreadsheets into my curriculum.

### 3. How do you think this class will help your teaching practice?

Respondents were asked how they thought the class would help with their teaching practices. The teachers who took this class responded with a wide variety of ways they hoped their teaching would improve. Foremost was the addition of new teaching methods and information. Respondents spoke of expanding their knowledge base, providing students with another learning tool, adding to their teaching strategies, fostering more communication between themselves and their students, and improving their presentations. Quite a few thought the class would better enable them to integrate more technology into their teaching, or improve their ability to involve, through the use of technology, more students in classroom material. Some answers reflected a precise quest: one responded with, “By helping me be more selective in the programs I purchase and use,” another with, “Help me to become more confident and knowledgeable so that I can in turn be more supportive to the students and staff that I work with.”

The second most frequent answer focused on the hope that additional technology would directly add to their available time. Many wanted to improve their productivity and efficiency, to use the computer to enable them to spend less time getting and organizing information, planning and evaluating lessons, or tracking grades. (See Table 110.)

**Table 110: How do you think this class will help your teaching practice?**

<b>PBS Station</b>	<b>3. How will help teaching</b>
IPTV	I don't know if it will help my practice, but will broaden my experience base. I am already a face-to-face facilitator/instructor. It will be interesting to compare and contrast the two.

<b>PBS Station</b>	<b>3. How will help teaching</b>
KAET	It will improve and provide greater communication between home and school.
KAET	I just acquired a new job that involves staff development in the area of technology. This class will help me to prepare to train others in Excel.
KAET	I will be serving as Media Specialist to our school. These courses will expand and improve my knowledge base in technology, which may then be used in teaching students research techniques, and introducing online learning opportunities.
KAET	The class should help

<b>PBS Station</b>	<b>3. How will help teaching</b>
KAET	Hopefully, a database will help our faculty use our reading program more efficiently.
KAET	I am not a teacher but will be directing teachers fearful of and new to technology. So I hope to give them ideas and help them use the time their students spend in the lab productively
KAET	I think the class will help give me more strategies to help me teach the standards.
KAET	I hope it makes me consider higher levels of thinking. Maybe some of my students who are not good listeners will be drawn in by the change in media.
KAET	Hopefully.... I will use the computer on my desk more efficiently to give me more time to plan and teach
KAET	Unless more is added I don't think it will
KAET	I have really neglected using technology with math and science projects when compared to language arts and reading and research reports, and I hope this class will help me better integrate the use of technology into all subjects.
KAET	I will be able to involve student more directly in their learning.
KAET	I can utilize more technology in my class.
KAET	I hope it will help me to vary my instructional strategies and increase my knowledge of teaching resources available on the Internet.
KAET	Give a different method/style to present information
KAET	Help me to become more confident and knowledgeable so that I can in turn be more supportive to the students and staff that I work with.
KAET	I think graphics enhance any document or presentation and I am focused on increasing learner interest and engagement in the units I teach.
KAET	I think this class will give me additional tools (Inspiration) to make organizing information for myself and for my students easier.
KAET	Hopefully, it will meet my expectations in #2.
KAET	Make keeping grades easy and accurate.
KAET	It may save me time in the area of grading and leave me more time to plan my lessons
KAET	I would like to become more of a facilitator and enroll the students in the idea of taking a more active role in their own learning.
KAET	It will hopefully give me some ideas and get more technology incorporated into my classroom routine.
KAET	Who knows? I will be pleasantly surprised if the course comes up with something I don't already do.
KAET	Make my presentations more interesting
KAET	I will be more comfortable using the computer.
KAET	If I have to help students to search I need to know how to do it myself, well.
KAET	I may find a better, simpler product to use. Also, the course layout may be a good example for me to set up for my students.
KAET	It will get me more up to date on what technology is available and how other educators are using it.
KAET	It should save me time in evaluation, general paperwork and reporting to parents
KAET	Hopefully it will bring me technology knowledge that I can use, apply

<b>PBS Station</b>	<b>3. How will help teaching</b>
	and even teach in the classroom.
KAET	I plan on sharing my knowledge with my students as well as using it to discover more teaching materials to enrich my lesson planning.
KAET	I want to be able to publish student work on-line and also to post professional information as I gather it and organize it into usable formats for working teachers.
KAET	Taking time to be guided through an organized quest regarding software programs should give me good exposure to available sources and programs. I will have a better idea if materials fit". "
KAET	Any class that I take will help me to keep in mind the experience of being the learner. This helps me in my teaching. I also hope that this class will help me to streamline and use my time more effectively.
KAET	Hope this course will enable me to more efficiently get information.
KAET	I will be able to design WebQuests that will enable me to engage students operating at different cognitive levels more effectively.
KAET	If it will facilitate my keeping track of things in various classes - it will be a time saver. If it shows me ways to involve my students in a meaningful way - it will be a bonus.
KAET	Have better projects and facilitation
KAET	By being more accessible to my students when they are doing their assignments. That would be a time when they are interested in their assignments. I could also have research projects with places to look on the internet available. I need to know what exactly is a web quest and how it works.
KAET	I think that I will become more efficient.
KAET	If I become more comfortable using my computer, I am more likely to use it with my students.
KAET	No.
KAET	It's a new level for me, taking a class online. I will be able to communicate better with teachers what the process involves.
KAET	It should so/how me more ways to help my students use the computer for their work.
KAET	By helping me be more selective in the programs I purchase and use.
KAET	I'll be able to post assignments and challenge problems on my web site
KAET	Hopefully I will be able to use my classroom time more effectively, along with classroom equipment.
KAET	As stated before, allow for more integration of technology into the classroom through use of hands-on-learning
KAET	It will help my graphical representations in class.
KAET	See above
KAET	Give me more variety of choices for composers
KAET	Improve my ability to create presentations that my students could use in learning to read.
KAET	I think that I will learn to find more resources for evaluating software.
KAET	I can create learning sites for students and assist them in creating their own.
KAET	Give me some support with learning and using spreadsheets in their more complex functions.
KAET	I will have an easier task when using info that can be presented in a spreadsheet.

<b>PBS Station</b>	<b>3. How will help teaching</b>
KAET	Help me understand the latest trends in technology
KAET	Provide a framework of how to use the applications and then my creativity will be able to do the rest. It will allow me to diversify my teaching modalities to better assist all students
KAET	I can make my library information more available to my students and parents through access through our school web page.
KAET	Help prepare students for high school
KAET	No sure
KAET	My students love computers and they love to collect information. It will be another organizational/utilitarian tool
KAET	It will give me sites that I can refer my teachers to for assistance with Excel and will provide information for me that I can in turn share with other educators.
KAET	I will be able to assist students and teachers when they are creating their own websites. No one on the library staff currently knows how to create a web page.
KAET	At this point I don't know.
KAET	I hope to learn ways to make my grade book more of a tool in letting students knows exactly where they stand at any given time.
KAET	I believe any new tool to help the students learn is great. I hope this class will help me use technology to help my students learn more.
KAET	I think it will provide me with more option so I can improve my teaching techniques. Especially when it comes to evaluating the students.
KAET	It will allow me to help students learn new information in an exciting way.
KAET	I am hopeful that I will be able to utilize at least one WebQuest in a library lesson.
KAET	I believe that web page development can be highly motivational for students. If they can publish their work, they are more likely to do a better job on it.
KAET	Be able to use technology more with my students.

<b>PBS Station</b>	<b>3. How will help teaching</b>
KRMA	Expand my awareness

<b>PBS Station</b>	<b>3. How will help teaching</b>
MPT	I believe this class will enable me to learn new techniques as well as provide me with connections with other educators who are facing similar situations in their schools.

<b>PBS Station</b>	<b>3. How will help teaching</b>
WETA	I think this class will help my teaching practice by giving me another tool to put into my teaching tool bag.

<b>PBS Station</b>	<b>3. How will help teaching</b>
	It will help me be able to better meet the needs of my students and



<b>PBS Station</b>	<b>3. How will help teaching</b>
	gives me another way to communicate with them
	I hope it will give new ideas to present topics and enhance the learning that takes place in the classroom.
	I hope that it will help me increase student achievement.

#### 4. What is your experience in taking classes online?

Respondents were asked report their experience in taking classes online. The overwhelming majority of the teachers enrolled in the modules responded that it was their first experience with an online course. Among the remainder, most had taken only one online course before; two said they had attempted an online class but had found the experience unrewarding. (See Table 111.)

**Table 111: Experience Taking Classes Online**

<b>PBS Station</b>	<b>4. Experience taking classes online</b>
IPTV	I have never taken an online course.

<b>PBS Station</b>	<b>4. Experience taking classes online</b>
KAET	None
KAET	None
KAET	None
KAET	None
KAET	This is my first but one course last summer did take advantage of online presentations and interaction between class sessions.
KAET	I have watched my boss give students very open-ended search criteria but that is all.
KAET	This is my first online course. I am not sure what to expect at this time.
KAET	None.
KAET	None
KAET	I am not impressed with the format of this online class. It is broken up to into too many segments to complete an assignment
KAET	I have taken online courses in basic software applications through Ziff-Davis and more theoretical classes through Rio Salado Community College
KAET	None
KAET	None
KAET	None
KAET	None
KAET	None, this is the first and I am very nervous and unsure what to do, I have read and completed the tutorial module but am still unsure.

<b>PBS Station</b>	<b>4. Experience taking classes online</b>
KAET	None
KAET	I have absolutely no experience with online classes. Consequently, I will also be learning a lot about my computer and about being online. (My husband has basically sat beside for the first 5 hours of my class because I am not familiar with downloading the things that were required for this course.)
KAET	So I can go to class in my pj's! ;-)
KAET	I have taken two classes online with UOP
KAET	I am currently taking online classes through Rio Salado and working towards a computer endorsement.
KAET	None
KAET	None
KAET	This is the first, although previous courses have used online interaction.
KAET	Only some automotive technology areas
KAET	None.
KAET	I never have, although I did take Intel's Teach to the future program, it wasn't exactly online.
KAET	None
KAET	None
KAET	None
KAET	None
KAET	None
KAET	None
KAET	None
KAET	I have previously taken a class online from a community college. It was a bit more difficult than this should be.
KAET	None
KAET	Limited and unsuccessful.
KAET	None
KAET	Easy to forget you are taking a class. Hard to be disciplined
KAET	I have never taken a class online. This is the first.
KAET	Terrible. I've tried before, got very frustrated with how to submit assignments, and dropped the class.
KAET	None
KAET	None
KAET	None.
KAET	None
KAET	None
KAET	None
KAET	None
KAET	Taking one before
KAET	None
KAET	I have taken two classes on line and enjoy the opportunity to work at home during my time and on my schedule
KAET	None
KAET	None
KAET	None
KAET	This is my fourth online course.

<b>PBS Station</b>	<b>4. Experience taking classes online</b>
KAET	None
KAET	I've taken 4 courses online.
KAET	I have a lot of experience, I have taking classes through ASU, Rio Salado and also teach classes with Blackboard
KAET	This is my first. I attempted to take a module in June but the combination of AOL and a MAC prohibited me from doing so.
KAET	None
KAET	None
KAET	None
KAET	It is great to be able to work on projects at home, but I miss the personal interaction of a live" class. It is frustrating when you want to log in and you are denied access to the server. Technology is improving."
KAET	I have taken several classes online including one in June from TeacherLine.
KAET	I have taken a WebCT class.
KAET	None
KAET	This is my first online course. I'm very excited about it.
KAET	None
KAET	-ASU master classes
KAET	None
KAET	None
KAET	I have taken a WebCT class online.
KAET	None.
KAET	None

<b>PBS Station</b>	<b>4. Experience taking classes online</b>
KRMA	None

<b>PBS Station</b>	<b>4. Experience taking classes online</b>
MPT	None

<b>PBS Station</b>	<b>4. Experience taking classes online</b>
WETA	I have had the experience of taking online classes with UMUC.

<b>PBS Station</b>	<b>4. Experience taking classes online</b>
	None
	I took an online class from NAU last year.
	I have only taken one other course online.
	None

**5. The challenges that I face in integrating technology into my classroom include the following:**

Respondents were asked what challenges they faced in integrating technology into their classrooms. “Access” was the word most frequently used in the responses given to this question. Access to sufficient computers is the primary impediment these teachers say they face, followed by no or slow access to the Internet, and inadequate access to tech support. Insufficient classroom and lab space were also named as a problem, as was lack of district support, and a distrust of computers shown by their colleagues.

“TIME, TIME, and TIME -- time to develop the lessons, time to schedule the teachers and/or students into the lab, and time for finding creative ways of using technology for teachers who have only one computer in their classrooms,” said one respondent, whose statement was echoed often by others in varying detail.

Other challenges mentioned included monitoring appropriate use by students of the Internet, providing age-appropriate material, teaching classes where students possess differing levels of computer skills, lack of parental permission, and keeping up with ever-changing technology. Several teachers saw their own lack of knowledge, and a poor comfort level with computers, as the primary problem. Several librarians saw lack of communication as their main obstacle, complaining that teachers didn’t share their lesson plans and so they were unprepared to assist students with their projects.

It should be noted that not all participants foresaw problems in technology integration. Said one, “I don’t think that is a problem. I teach students to use technology all the time.” Another said, “I have integrated technology for the past two years and plan to do more integrating,” while several others simply stated that they felt comfortable and confident in their abilities. (See Table 112.)

**Table 112: Challenges Integrating Technology Into Classroom**

<b>PBS Station</b>	<b>5. Challenges integrating technology into classroom</b>
IPTV	The biggest problem I have will be access. We do not have a usable lab even though all teachers in my building do have a computer with internet access in their rooms.

<b>PBS Station</b>	<b>5. Challenges integrating technology into classroom</b>
KAET	
KAET	Room placement is probably the hardest. I am in a fairly small room with 32-35 fifth graders. I wish I had ten laptops and a projector in my room.
KAET	Space constraints, slow or non-existent tech support, teachers who distrust new techniques and see technologically based educational activities as mere games".
KAET	Our district has not made technology an important part of classroom learning. We have little support hardware and at this time, no internet access. However, I have a supportive and knowledgeable administrator and media specialist.
KAET	Monitoring appropriate internet use.
KAET	One challenge is to keep students on task so that they learn curriculum rather than what's new at WWF
KAET	I feel pretty good about integrating technology into my classroom. I have integrated technology for the past two years and plan to do more integrating.
KAET	Most of the English department does not have computers in the classrooms, nor do we have easy access to a lab that has computers for each student. Teams might help this disparity.
KAET	Limited full computer access (we use Mac Manager)/ only 2 real computers in class / time to get all students equal access / varying levels of student ability
KAET	I do not feel threatened by integrating technology in my classroom as long as the district provides the support we need.
KAET	I have adequate hardware, software and expertise. The challenge I face is the students' motivation to produce quality work with the technology. The students are young and have had little exposure to technology when they come to me. They have used it in the past primarily for drill or to play games and do not yet see its potential for learning.
KAET	Learning how to adapt from one setting to another (home to school, lab to classroom); getting all the equipment I need and getting it to work together properly.
KAET	The nature of my classes and my limited knowledge of what is available for my students.
KAET	Time to plan lessons, effectively using 6 classroom computers with 30+ students, making the learning relevant, and correlating it with end of the year standardized tests.
KAET	Supporting students, teachers, and other staff members and encouraging them to utilize more technology while learning myself.
KAET	I do not feel comfortable with technology at this time. Also, there are limited resources at my school.
KAET	The biggest challenge would have to be actually having the technology there. One small computer doesn't do very much when

PBS Station	5. Challenges integrating technology into classroom
	you have 24 students. The other biggest challenge would be time". Time to learn how to use each program and the time to learn a new system. (I have an IBM at home and our school has Mac's.)"
KAET	1. Access to computers for all students 2. Ideas for using it in the classroom 3. Knowledge to help students create presentations using various formats.
KAET	Not having any computers in the classroom and the computer lab being full when I want to use it.
KAET	Having the time to fit everyone on the computer.
KAET	1. Not every student has internet use permission from his/her parents. 2. I have only two computers: my teacher station with internet, and a stand-alone computer without internet. 3. I will need to change my style of teaching in order to integrate technology. 4. Our internet site is often down; I once prepared a lesson using the media center's proxima projector and found first that the cord was too short for a large enough screen for students in the back to be able to see, and second that our internet connection was down. I was not inclined to incorporate that technology into later lesson plans.
KAET	Time, time, time
KAET	Not having enough equipment for my students
KAET	I have no knowledge of what is available and/or how to instruct my students. The equipment is available and can be used more often in the classroom.
KAET	Ranges from know the best sites for young kids doing research, to teaching kids how to evaluate a site and site it as a source.
KAET	I need more or better music programs. Ex: Music theory, instrument I.D., (age-appropriate). Also, I could make use of digital recording equipment for concert evaluation and technical instruction.
KAET	I have no student computers in my room. I only see my students one time per week. Even if I get computers in my room I am not sure how I will work them in to my lesson(s).
KAET	My lack of knowledge of what's available and my hesitancy to use the computer.
KAET	Easy and regular access to computers, appropriate software, and the Internet.
KAET	Lack of hardware. I only have one computer linked to the Internet and have three more that are relatively new but are stand-alone computers.
KAET	I don't have a class at the moment. When I did have a classroom (which I will again), I only had 1 computer for the entire class.
KAET	I need computers that are up and running when we want to use them. I need to become comfortable with the programs I am using. I hope I will have a computer to TV hook-up in my classroom next year so we can get familiar with programs before we go to the lab, too. I need to explore the web and software sources so I know what might work. Then, I need to dig into the material to see if it will work for my kids. Time will be a determining factor in how competent I become.
KAET	Inexperience, limited resources, lack of time.
KAET	My own skill and comfort level Access to enough computers for a class
KAET	1. Enough Computers 2. Appropriate, effective materials 3. My level of

<b>PBS Station</b>	<b>5. Challenges integrating technology into classroom</b>
	competence in using these resources correctly.
KAET	Not enough time to do everything I want to.
KAET	Money and motivation
KAET	Well, I have never had a room of my own and incorporating technology was very difficult. I am looking forward to incorporating it this year. New school and new room and new computers.
KAET	The number of computers in my classroom and my own fear.
KAET	Only 1 computer in the classroom. Limited time to use the computer lab. My own lack of knowledge about computers.
KAET	School districts can't afford to fully implement technology. Besides that, we single-mindedly believe that computers are the only technology we should be using. We don't fully explore all elements of technology. Additionally, we do not raise computer knowledge to the levels it should be. For example, the use of OCR and file transfers between different formats.
KAET	Finding time to meet with teachers to help train them.
KAET	One computer the students can use at this time. I am the only one who can instruct them if they are new to a program.
KAET	Time and resources to learn how to use them properly.
KAET	Access
KAET	Not enough time or equipment for each student to use the technology for learning. Not enough help in the classroom. I almost need 1 adult for 2 students using a computer.
KAET	Availability -- network down, tech center not available, computers need repair, software not accessible
KAET	Internet access
KAET	Limited by equipment provided by my district
KAET	Student resistance to challenging work and computers acting up". "
KAET	How it would work with primary reading.
KAET	My computer seems to be too slow to handle the newer technology that is available in my area of education.
KAET	Time to plan and the resources to execute my plans.
KAET	How to balance number of computers with number of students. How to use technology to support the curriculum, rather than overwhelm it.
KAET	Gaining and retaining the knowledge I need to integrate technology properly.
KAET	The district just switched to Windows 2000 and now none of my over 20 peripherals and devices work and I have to try to find updates for all the software for the devices
KAET	Access to Technology, Readability of our systems (server, labs, tech support, resistance to change, and students lack of experience with technology.)
KAET	TIME, SPACE, AVAILABLE COMPUTERS
KAET	Hardware
KAET	I am the only adult and my children are 8-9 years old.
KAET	Having enough time and expertise to do it all
KAET	TIME, TIME, and TIME-- time to develop the lessons, time to schedule the teachers and/or students into the lab, and time for finding creative ways of using technology for teachers who have only one computer in their classrooms.

<b>PBS Station</b>	<b>5. Challenges integrating technology into classroom</b>
KAET	I am a librarian and the teachers usually have their lessons planned without consultation with me.
KAET	I don't think that is a problem. I teach students to use technology all the time.
KAET	The lack of students with signed permission slips to be able to use the internet and the lack of computers.
KAET	I have only one computer in my classroom and teach seven different grade levels - some for as few as 25 minutes a week. I teach music, band and strings to approximately 425 students a week.
KAET	-Time - limited resources
KAET	The biggest challenge I face is having access to computers and having the time to integrate it appropriately.
KAET	Safe internet use, time management, age-appropriateness
KAET	I am usually working off of a teacher's curriculum and sometimes don't see the lesson until they walk into the library. There's no chance to prepare anything in advance.
KAET	Connectivity! Availability of hardware.
KAET	My own learning Constantly changing technology

<b>PBS Station</b>	<b>5. Challenges integrating technology into classroom</b>
KRMA	I am comfortable with technology in my classroom.

<b>PBS Station</b>	<b>5. Challenges integrating technology into classroom</b>
MPT	Lack of hardware, software and time.

<b>PBS Station</b>	<b>5. Challenges integrating technology into classroom</b>
WETA	The challenges I face in integrating technology into my classroom include funding for computers; time to use technology on a consistent basis and availability of the latest software and components.

<b>PBS Station</b>	<b>5. Challenges integrating technology into classroom</b>
	Lack of adequate technology in the classrooms. Students who do not have the skills because of their low S.E.S.
	Very young students, only one computer in tech classroom, no access to computer lab, special needs students
	We have an unreliable network.

## 6. I know what to expect as a student in a facilitated online course.

Respondents were asked if they know what to expect as a student in a facilitated online course. They used a ranking scale where one point was received as the low score and four points were received as the high scale. The mean response was 2.217



which indicates that as the students began the model they were not clear about what to expect in a facilitated online course. (See Table 113.)

Because of this answer and other indicators, the evaluation team recommended that an orientation module be developed and delivered prior to taking the module. This would relieve the facilitator of the first module taken by a teacher from explaining online facilitation and dealing with other concerns of adult online learners. That is also time taken from content study. An orientation module was developed and will be used in the second year of the project.

**Table: 113 I know what to expect as a student in a facilitated online course**

	Exp Stu 6
Mean	2.217
Std. Dev.	1.037
Std. Error	.114
Count	83
Minimum	1.000
Maximum	4.000
# Missing	1

**7. I am comfortable with the idea of learning in an online environment.**

Respondents were asked about their comfort level in learning in an online environment on a scale of one to four where four was high. The mean response was 3.036 indicating a good comfort level. (See Table 114.)

**Table 114: I am comfortable with the idea of learning in an online environment**

	Comf OL 7
Mean	3.036
Std. Dev.	.818
Std. Error	.090
Count	83
Minimum	1.000
Maximum	4.000
# Missing	1

**8. I am comfortable with doing professional development activities outside the traditional classroom setting.**

Respondents were asked about their comfort level doing professional development activities outside of the traditional classroom setting. They used a scale where four was high. The mean response was 3.582 which indicated a high level of comfort. (See Table 115.)

**Table 115: I am comfortable with doing professional development activities outside the traditional classroom setting.**

	Comf Not Trad 8
Mean	3.482
Std. Dev.	.687
Std. Error	.075
Count	83
Minimum	2.000
Maximum	4.000
# Missing	1

**9. I am comfortable working in a facilitated and less authoritarian learning environment.**

Respondents were asked about their comfort level while working in a facilitated and less authoritarian learning environment. They used a scale where four was high. The mean response was 3.458 which indicated a high level of comfort. (See Table 116.)

**Table 116: I am comfortable working in a facilitated and less authoritarian environment.**

	Com fac 9
Mean	3.458
Std. Dev.	.721
Std. Error	.079
Count	83
Minimum	1.000
Maximum	4.000
# Missing	1

**10. I have a good sense of my learning style and strengths.**

Respondents were asked about their sense of their personal learning styles and strengths. They used a scale of one to four where four was high. The mean response was 3.566 which indicated a high sense of their learning styles and strengths. (See Table 117.)

**Table 117: I have a good sense of my learning style and strengths**

	LS sense 10
Mean	3.566
Std. Dev.	.609
Std. Error	.067
Count	83
Minimum	2.000
Maximum	4.000
# Missing	1

**11. I am aware of the kinds of online learning activities that will complement my learning style and strengths.**

Respondents were asked about their awareness of the kinds of online learning activities that would complement their learning styles and strengths. They used a scale of one to four where four was high. The mean response was 2.627 which indicated a lower awareness of how to use resources that would meet their learning styles and strengths. (See Table 118.) It is recommended that this be added to the orientation module.

**Table 118: I am aware of the kinds of online learning activities that will complement my learning style and strengths.**

	LS comp 11
Mean	2.627
Std. Dev.	1.009
Std. Error	.111
Count	83
Minimum	1.000
Maximum	4.000
# Missing	1

**12. I know how to find academic resources using the Internet.**

Respondents were asked about their ability to find academic resources on the Internet. They used a scale of one to four where four was high. The mean response was 3.169 which indicated a good ability to use the Internet for this purpose. (See Table 119.)

**Table 119: I know how to find academic resources using the Internet.**

	Internet res 12
Mean	3.169
Std. Dev.	.985
Std. Error	.108
Count	83
Minimum	1.000
Maximum	4.000
# Missing	1

**13. I am excited about conducting my professional development using the Internet.**

Respondents were asked about their level of excitement about conducting their professional development using the Internet using a scale of one to four where four was high. The mean response was 3.554 which indicated a high level of enthusiasm about using the Internet for this purpose. (See Table 120.)

**Table 120: I am excited about conducting my professional development using the Internet.**

	PD Internet 13
Mean	3.554
Std. Dev.	.590
Std. Error	.065
Count	83
Minimum	2.000
Maximum	4.000
# Missing	1

**14a. I am involved with collaborative instructional relationships with other educators in my local school or district.**

Respondents were asked to indicate their level of involvement with collaborative instructional relationships with other educators in their school or district. Using a scale of one to four where four was high, the mean response was 2.759 which indicated a good level and interest in collaboration. (See Table 121.)

**14b. These relationships go beyond daily team teaching and may include collaborations such as reading groups on professional books, interest groups, action research, or other professional educational associations.**

Respondents were asked to indicate if their collaborative relationships went beyond daily team teaching and might include collaborations such as reading groups on professional books, interest groups, action research, or other professional educational associations. Using a scale of one to four where four was high, the mean response was 2.289 which indicated a lower level of collaboration. (See Table 121.)

**Table 121: I am involved with collaborative instructional relationships with other educators in my local school or district.**

**These relationships go beyond daily team teaching and may include collaborations such as reading groups on professional books, interest groups, action research, or other professional educational associations**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Col Rela 14a	2.759	1.043	.114	83	1.000	4.000	1
Col gps 14b	2.289	1.006	.110	83	1.000	4.000	1

**15. I feel comfortable working in technology situations such as loading software, working with telecommunications software, or solving technology problems.**

Respondents were asked to indicate their level of comfort working in technology situations such as loading software, working with telecommunications software, or solving technology problems. Using a scale of one to four where four was high, the mean response was 2.831 which indicated a good level of comfort6. (See Table 122.)

**Table 122: I feel comfortable working in technology situations such as loading software, working with telecommunications software, or solving technology problems**

	Comf tech 15
Mean	2.831
Std. Dev.	1.022
Std. Error	.112
Count	83
Minimum	1.000
Maximum	4.000
# Missing	1

**16. I have concerns about this class that include the following...**

Respondents were asked to express any concerns about the class. Most of the concerns voiced by the respondents were variations of “Not being sure about what I’m doing.” Respondents’ uncertainties about their grasp of the class material predominated these expressions, but lack of familiarity with the technology itself was also raised.

Several said they wanted clearer instructions, or were afraid that they would misunderstand, or simply miss, something important in the instructions. A number said they wanted feedback so that they could know if they were making the progress as they should. A few gave examples of technical difficulties they had encountered and worried about what to do when future ones occurred. Several said that it had taken them a lot of time to “figure out” the program, had had trouble with the navigation, or had difficulties finding the sections they were supposed to.

The other concerns raised focused on respondents’ available time to complete the course, or about the necessary self-discipline, coupled, again, with the impediments produced by computer “glitches.” Several asked whether and how tech support might be available in the future. (See Table 123.)

**Table 123: Concerns about this class**

<b>PBS Station</b>	<b>16. Concerns about this class</b>
IPTV	I worry that things won't be clear and there will be glitches. For example, for this survey, it would have been nice to know that I would need my instructor's name. Also, the module in which I am enrolled is not listed. I hope all this gets saved!

<b>PBS Station</b>	<b>16. Concerns about this class</b>
KAET	Finding the course navigator!"
KAET	None
KAET	I just discovered that the course is for Mac users. I'll have to drop.
KAET	I concerned that I will not know what to do at what time
KAET	No concerns at the present time. I have enjoyed what I have done so far.
KAET	Having enough time and will power to complete all the reading and assignments. I took an Intel class and did fine, so I'm not too worried about my abilities. I am concerned with the large amount of research since I am also taking an art class this week.
KAET	Feedback to know I'm on the right track...
KAET	I'm finding navigating through the physical setup of this class somewhat confusing and I'm a little concerned about missing important components of the class.
KAET	Getting help with problems; having problems that are specific to my equipment and not having tech support nearby.
KAET	I don't know what I am doing.
KAET	I am nervous that I will not know what to do to get into the areas that I need to get into. I am will to try and am going to attack the problems that

<b>PBS Station</b>	<b>16. Concerns about this class</b>
	I will encounter head on, but am nervous about it.
KAET	My computer is slow. I am not yet comfortable with this format.
KAET	Am worried about the glitches" that always happen when you use technology as a means to an end. i.e accessing lessons, completing lessons, remembering my password, not being able to get to a link, downloading programs"
KAET	Will I be able to use what I learned on a MAC OS at school?
KAET	At this point, I am not clear on assignments to be turned in and grading procedures
KAET	I need to complete this class in much less than one month. I was out of town before today, and I am participating in a seminar in Europe, leaving June 20.
KAET	No concerns
KAET	I am concerned that I will not be able to understand the language used by technology in relating to the computer and other programs.
KAET	I like to see all the pages, that is have a book" in front of me. Also whether I can actually do much class work at home with two children in the household. "
KAET	1. More structure needed in class online layout. Flow chart model intro would be appreciated. 2. A clear explanation at intro of evaluation tools and instructor expectations. (Saves time and stress researching what do I need to pass this course?)
KAET	I hope I do all the requirements and don't miss anything.
KAET	I'm not sure of what I'm doing. It would be nice to get some feedback.
KAET	Have no way of knowing at this time what those might be, other than that if I have difficulties or problems to which I cannot find solutions.
KAET	I am concerned that I will get in over my head/ run out of time to do a good job. Also, I am a bit uncertain if I understand what all is required. I also worry that my computer will, again, do something unexpected (like shutdown because I adjusted the volume level) and mess up work in progress.
KAET	None that I can think of...
KAET	When and where to submit gradable materials.
KAET	The technology goes down and limits my time for completing my course. I had to start late because of school commitments and I intended to do a lot to catch up this past weekend. I couldn't register there seemed to be a glitch in the system- therefore nothing was done. This afternoon I was able to register and now I'm doing this. What if that kind of a thing happens regularly and I can't get the materials I need?
KAET	Falling behind and being lost.
KAET	It has taken me quite awhile to figure out all of this. I will get this and learn it. I am a little concerned that I will be lazy and not complete it. I want to know some ways this will help me be a better teacher. That will get me going on this.
KAET	Knowing that I have completed everything that I am supposed to and knowing how to get answers to my questions without a teacher.
KAET	# 15 is an example of what I am worried about. I have little knowledge about software and technology problems; if I get confused, I will probably be flustered. Also, I am discovering that I don't like to read from the computer screen. Usually, I print the screen then read the



<b>PBS Station</b>	<b>16. Concerns about this class</b>
	paper.
KAET	I'm not sure what I'm doing. I don't know if I am doing it right. I'm not sure I can finish on time.
KAET	How do I complete and submit assignments.
KAET	I am afraid that I will not understand all the assignments or may miss an assignment. With out a person to hand me that assignment, and one for me to turn it in to, I am a little worried.
KAET	None really except being able to get all the work done given the other outside factors in my life
KAET	None
KAET	Making sure I have completed all the requirements
KAET	Not really
KAET	Glitches. I was delayed because of password issue. I hope that technical problems don't prohibit me from finishing on time.
KAET	I don't have any concerns.
KAET	None
KAET	None at this time
KAET	Am I disciplined enough to complete this in the time frame that is allowed.
KAET	Totally understanding and implementing the ASU Credit Extra Assignment.
KAET	Nothing at this time - it seems to be very well organized!
KAET	Having the time to devote to this class at the same time that my school is opening for classes, which by the way is changing from a junior high to a middle school at the same time!
KAET	I feel that many times I have to learn a new program, software, etc. before I can work on a lesson.
KAET	None at the moment.
KAET	How to adapt these lessons to the subject I teach.
KAET	My biggest concern is how to integrate the technology I will be learning about into my first grade classroom.
KAET	Adapting to new technology

<b>PBS Station</b>	<b>16. Concerns about this class</b>
KRMA	Time requirements. I am also planning a vacation.

<b>PBS Station</b>	<b>16. Concerns about this class</b>
MPT	No response

<b>PBS Station</b>	<b>16. Concerns about this class</b>
WETA	Right now I have no concerns but I will address any that may arise in the future.

<b>PBS Station</b>	<b>16. Concerns about this class</b>
	I am doing this survey without really knowing what the class will involve. I do have some anxieties that there won't be anyone to help me

<b>PBS Station</b>	<b>16. Concerns about this class</b>
	out if I get stuck and stressed.
	No concerns
	I don't have any at this time.

**17. Are there any questions that you would like to have answered immediately?**

Respondents were asked if they had any questions that they needed to have answered immediately. Workshop facilitators had access to the survey form through the Evaluation Administration site and were able to read these questions immediately and prepare answers to deliver via e-mail. Few of the 83 teachers surveyed had questions they felt needed immediate attention. Two wanted to know who their facilitator was; another asked “How do I get to the Readings and Media part?” One participant wanted to know why the platform wasn’t advertised in advance. Some raised questions about the flexibility of course dates; one asked about extensions for those who could not finish on time, another wanted to know if the entire module would still be available if one started late. Several inquired about how they could track their progress, or what assurances there were that an instructor received a student’s assignment. (See Table 124.)

**Table 124: Questions Answered Immediately**

<b>PBS Station</b>	<b>17. Questions answered immediately</b>
IPTV	I have no questions at the moment.

<b>PBS Station</b>	<b>17. Questions answered immediately</b>
KAET	Why wasn't the platform identified in the flyer?
KAET	Not that I can think of right now
KAET	No, So far so good. I hope to have the opportunity to take more courses this way in the future.
KAET	No, but thanks for asking.
KAET	No
KAET	What if the software is on my computer already but some of the links won't work? (For example, there are video presentations that I am to view, but they won't open)
KAET	No

<b>PBS Station</b>	<b>17. Questions answered immediately</b>
KAET	Not right now.
KAET	Now I am ready to rock and roll." See me online"
KAET	No
KAET	The ones I stated above.
KAET	Not at this time
KAET	No. I will just jump in and give it a try.
KAET	No
KAET	Not right now.
KAET	No
KAET	Who is my facilitator? Is it Priscilla Lundberg the Manager of Instructional Technology? Or is it Many Bachali the Instructional Specialist Coordinator?
KAET	Is there a suggestion about how I can be sure I am doing everything I need to do to complete the course? (I tend to get lost in the depths of each assignment and need to have a prompt to keep me on task".) Should I save sites I want to look into further- will this program still be available for me to peruse later on? "
KAET	No thank you
KAET	No
KAET	Some ideas that will relate to a junior high school social studies teacher. Will I be able to do this, and how? I have a husband that can do it all and I rely on him often, but I want to do this on my own.
KAET	Not yet; I need to get started.
KAET	How do I get to the Readings and Media part?
KAET	Not at this time.
KAET	How can I be assured that I know all the assignments that are expected of me and that my instructor will receive my assignments when I am finished?
KAET	If you start later, how do you view the assignments from the entire module? I can only see two weeks now
KAET	No
KAET	No
KAET	No - I just hope that I can finish it by the 28th of June!
KAET	If there are problems, beyond my control, which prevent me from finishing the module by the 30th, will you allow for an extension?
KAET	No
KAET	No
KAET	Not yet
KAET	Samples of the assignment would help me.
KAET	No
KAET	None at this time.
KAET	No.
KAET	I am a little unsure about how to track my progress.

<b>PBS Station</b>	<b>17. Questions answered immediately</b>
KRMA	No Response

<b>PBS Station</b>	<b>17. Questions answered immediately</b>
MPT	No Response

<b>PBS Station</b>	<b>17. Questions answered immediately</b>
WETA	No, but thank you for asking.

<b>PBS Station</b>	<b>17. Questions answered immediately</b>
	No
	No questions
	I don't know who my facilitator is.

## **Regression Analysis and Correlation Analysis on Variables for Teachers**

### **Module Pre Evaluation Survey 5**

Multiple regression analyses were performed using as the dependent variable, the level of comfort learning in an online environment which the teacher indicates on a scale of one to four where four was high. No modules were completed before the end of the grant year.

Correlation analysis was performed on all the variables but only two correlations between variables were observed that are interesting, but did not exhibit a strong correlation of .800 or above. There was a correlation at .700 between comfort in a non traditional setting and comfort learning in an online environment. There was a correlation at .768 between comfort in a non-traditional setting and comfort in a facilitated environment. No other variables met this criteria.

### **Multiple Regression on Dependent Variable Level of Comfort with Urban, Suburban or Rural Area and Gender**

A multiple regression was performed using as independent variables whether the respondent lived in an urban, suburban, or rural areas and gender. None of these

variables accounted for the level of comfort learning in an online environment, the dependent variable. (See Table 125.)

**Table 125: Multiple Regression on Dependent Variable Level of Comfort with Urban, Suburban or Rural Area and Gender**

**Regression Summary**

Comf OL 7 vs. 2 Independents

Count	82
Num. Missing	2
R	.050
R Squared	.002
Adjusted R Squared	•
RMS Residual	.824

**ANOVA Table**

Comf OL 7 vs. 2 Independents

	DF	Sum of Squares	Mean Square	F-Value	P-Value
Regression	2	.133	.067	.098	.9067
Residual	79	53.672	.679		
Total	81	53.805			

**Regression Coefficients**

Comf OL 7 vs. 2 Independents

	Coefficient	Std. Error	Std. Coeff.	t-Value	P-Value
Intercept	3.150	.459	3.150	6.854	<.0001
U1 S2 R3	-.054	.125	-.050	-.433	.6661
F2 M1	1.373E-4	.241	6.551E-5	.001	.9995

## **Multiple Regression on Dependent Variable Level of Comfort with Other Areas of Comfort and Online Learner Skills**

A multiple regression was performed using as independent variables whether the respondent was comfortable in online learning situations and had good online learner skills. Respondents ranked their responses on a scale of one to four where four was high.

The comfort questions covered these areas: knowing what to expect as a student in a facilitated online course, comfort with doing professional development activities outside the traditional classroom setting, comfort working in a facilitated and less authoritarian learning environment, and comfort working in technology situations such as loading software, working with telecommunications software, or solving technology problems.

The online learner skill problems covered these areas; having a good sense of learning style and strengths, awareness of the kinds of online learning activities that completed learning styles and strengths, knowing how to find academic resources using the Internet, involvement with collaborative instructional relationships with other educators in the local school or district, those relationships going beyond daily team teaching and including collaborations such as reading groups on professional books, interest groups, action research, or other professional educational associations.

The regression produced an F-value of 15.515 indicating a strong level of significance. Two variables showed individual significance at  $P=.05$  or better. These were knowing what to expect as a student in a facilitated online course with  $P=.03$ , and the comfort level doing professional development activities outside the traditional classroom setting with  $P=.0039$ . (See Table 126.)

**Table 126: Multiple Regression on Dependent Variable Level of Comfort with Other Areas of Comfort and Online Learner Skills**

**Regression Summary**

Comf OL 7 vs. 10 Independents

Count	83
Num. Missing	1
R	.826
R Squared	.683
Adjusted R Squared	.639
RMS Residual	.492

**ANOVA Table**

Comf OL 7 vs. 10 Independents

	DF	Sum of Squares	Mean Square	F-Value	P-Value
Regression	10	37.492	3.749	15.515	<.0001
Residual	72	17.399	.242		
Total	82	54.892			

**Regression Coefficients**

Comf OL 7 vs. 10 Independents

	Coefficient	Std. Error	Std. Coeff.	t-Value	P-Value
Intercept	-.436	.420	-.436	-1.038	.3027
Exp Stu 6	.162	.074	.205	2.192	.0316
Comf Not Trad 8	.414	.139	.348	2.981	.0039
Com fac 9	.137	.137	.121	1.001	.3199
LS sense 10	.081	.130	.060	.622	.5356
LS comp 11	.060	.083	.074	.723	.4723
Internet res 12	.074	.089	.089	.830	.4092
PD Internet 13	.116	.121	.084	.959	.3408
Col Rela 14a	-.045	.077	-.057	-.581	.5630
Col gps 14b	-.067	.077	-.083	-.872	.3863
Comf tech 15	.134	.078	.168	1.732	.0875

## Training for PBS Stations

### 6. Train the Trainer

Two train the trainer workshops were held for participating stations and districts. The first was held March 22-23, 2001. The second was held during the second year of the grant on August 6-7, 2001. Both were held at PBS headquarters in Alexandria, VA. Data from both groups was analyzed and compared to determine if there were any significant variations between the first and second training. Some trainers attended both workshops. The survey was administered by paper for the first workshop and online for the second workshop. The survey had two components. The first part focused on the understanding and implementation of TeacherLine at local sites. The second part of the survey focused on the local Web page development that was part of the station and district deliverables.

#### **Training Date March 22-23, 2001 or August 6-7, 2001**

Two train the trainer workshops were held for participating stations and districts. The first workshop had 32 respondents and the second workshop had 24 respondents. (See Table 127.)

**Table 127: Training Date March 22-23, 2001 or August 6-7, 2001**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Mar 01	1.000	0.000	0.000	32	1.000	1.000	23
Aug 01	2.000	0.000	0.000	24	2.000	2.000	31

#### **Urban, Suburban, Rural: Trainers**

Respondents were asked to indicate the setting in which they worked. Thirty-seven, the majority, worked in urban settings. Two worked in suburban settings, and 13 worked in rural settings. (See Table 128.)



**Table 128: Urban, Suburban, Rural: Trainers**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Urban 1	1.000	0.000	0.000	37	1.000	1.000	18
Suburban 2	2.000	0.000	0.000	2	2.000	2.000	53
Rural 3	3.000	0.000	0.000	13	3.000	3.000	42

**Gender: Trainers**

Respondents were asked to indicate their gender. Forty were female and 13 were male. (See Table 129.)

**Table 129: Gender: Trainers**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Female 2	2.000	0.000	0.000	40	2.000	2.000	15
Male 1	1.000	0.000	0.000	13	1.000	1.000	42

**Ethnicity/Race: Trainers**

Respondents were asked to indicate their ethnicity and race. Ten indicated that they were not Hispanic or Latino. Eleven indicated that they were White. (See Table 130.)

**Table 130: Ethnicity/Race: Trainers**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Eth 1 HisLat	1.000	0.000	0.000	2	1.000	1.000	53
Eth 2 Not HisLat	2.000	0.000	0.000	10	2.000	2.000	45
Am Indian 1	.	.	.	0	.	.	55
Asian 2	.	.	.	0	.	.	55
Blk/AfrAm 4	.	.	.	0	.	.	55
Native HA O Pac Is 4	.	.	.	0	.	.	55
White 5	4.818	.603	.182	11	3.000	5.000	44
Mixed 6	.	.	.	0	.	.	55
Don't Know 7	.	.	.	0	.	.	55

**1. Based on the TeacherLine component listed below, please indicate your level of understanding about the component and your ability to implement the component at your site.**

Respondents were asked to review TeacherLine components and to indicate their level of understanding of a component and their ability to implement the same component at their sites. They used a four point scale where "none" received one point, "little" received two points, "somewhat" received three points, and "a lot" received four points. With the exception of the evaluation component, all other components had a higher mean response for the component and a lower mean response for the implementation of the components. The scores ranged from 2.0 (for implementing the Virtual Mathematics Academy - VMA) to 2.764 for TeacherLine Overall. Note that the VMA was still in a design mode at the time of both trainings and thus it was more difficult for the trainees to grasp. The next highest score was for home page at 2.745. (See Table 131.) The components were as follows:

- a. TeacherLine Overall: the mission, mandate and functionality
- b. How teachers will use TeacherLine
- c. How to introduce TeacherLine and local education services
- d. TeacherLine home page
- e. Community Center monthly articles, live chat, resources, discussion boards, and resource links
- f. My Portfolio: Calculator, Comfort Zone, and Targets
- g. Certification areas and selection of modules for local use
- f. Course modules, virtual tour/navigation of BlackBoard, course common components
- g. Identifying facilitator(s) for courses to use locally
- h. Select, promote, market and enroll teachers in modules
- i. NCTM Standards and Equity Principles

- j. Virtual Mathematics Academy: follow-up, online course access, action plans, Principles Calculator, Comfort Zones, TAPPED IN live math charts, bulletin boards, discussion boards, electronic journal entries
- k. Helping teachers use interactive components: discussion boards, chats, and modules
- l. Helping teachers use e-journaling for reflections and vignettes
- m. Helping teachers apply for credits, CECs, CEUs
- n. Connecting school and station websites
- o. First year evaluation components, GPRA, and grant reporting

**Table 131: Based on the TeacherLine component listed below, please indicate your level of understanding about the component and your ability to implement the component at your site.**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Overall 1a1	2.764	.470	.063	55	1.000	3.000	0
Imp Overall 1a2	2.564	.536	.072	55	1.000	3.000	0
Teacher Use 1b1	2.691	.466	.063	55	2.000	3.000	0
Imp Teacher Use 1b2	2.527	.573	.077	55	1.000	3.000	0
Intro 1c1	2.691	.466	.063	55	2.000	3.000	0
Imp Intro 1c2	2.564	.501	.067	55	2.000	3.000	0
Home Page 1d1	2.745	.440	.059	55	2.000	3.000	0
Imp Home Page 1d2	2.709	.458	.062	55	2.000	3.000	0
Comm Ctr 1e1	2.564	.536	.072	55	1.000	3.000	0
Imp Comm Ctr 1e2	2.400	.564	.076	55	1.000	3.000	0
Portfolio 1f1	2.455	.715	.096	55	0.000	3.000	0
Imp Portfolio 1f2	2.382	.680	.092	55	1.000	3.000	0
Cert/Mod 1g1	2.273	.679	.092	55	1.000	3.000	0
Imp Cert/Mod 1g2	2.164	.714	.096	55	1.000	3.000	0
Mod 1h1	2.491	.690	.093	55	1.000	3.000	0
Imp Mod 1h2	2.327	.747	.101	55	0.000	3.000	0
Ident Fac 1i1	2.473	.690	.093	55	1.000	3.000	0
Imp Ident Fac 1i2	2.400	.655	.088	55	1.000	3.000	0
Enroll 1j1	2.655	.552	.074	55	1.000	3.000	0
Imp Enroll 1j2	2.527	.663	.089	55	1.000	3.000	0
NCTM 1k1	2.364	.704	.095	55	1.000	3.000	0
Imp NCTM 1k2	2.255	.799	.108	55	0.000	3.000	0
VMA 1l1	2.109	.712	.096	55	1.000	3.000	0
Imp VMA 1l2	2.055	.678	.091	55	0.000	3.000	0
IA Comp 1m1	2.436	.660	.089	55	1.000	3.000	0
Imp IA Comp 1m2	2.291	.712	.096	55	0.000	3.000	0
E-Jour 1n1	2.218	.786	.106	55	0.000	3.000	0
Imp E-Jour 1n1	2.182	.819	.110	55	0.000	3.000	0
Credits 1o1	2.309	.767	.103	55	1.000	3.000	0
Imp Credits 1o1	2.164	.788	.106	55	1.000	3.000	0
Cnt Webs 1p1	2.527	.690	.093	55	1.000	3.000	0
Imp Cnt Webs 1p1	2.509	.690	.093	55	1.000	3.000	0
Eval 1q1	2.455	.571	.077	55	1.000	3.000	0
Imp Eval 1q1	2.473	.634	.085	55	0.000	3.000	0

**2. Has the two day training helped you to clarify your roles and responsibilities for your site professional development and follow up:**

**Trainers**

Trainers were asked if the two day training helped them to clarify their roles and responsibilities for their site professional development and follow-up. Twenty-three said yes and two said no. (See Table 132.)

**Table 132: Has the two day training helped you to clarify your roles and responsibilities for your site professional development and follow up: Trainers**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Clarify 2 Yes 2	1.957	.209	.043	23	1.000	2.000	32
Clarify 1 No 2	1.500	.707	.500	2	1.000	2.000	53

**3a. 3b. Did you get all the information you need to conduct the professional development at your site? If no, what do you need? Trainers**

Question 3a asked the trainers if they got all the information they needed to conduct the professional development at their site. Forty-seven of the respondents indicated that they did get the necessary information. Only five said no. (See Table 133.)

**Table 133: Did you get all the information you need to conduct the professional development at your site. Trainers**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Info 2 Yes 3a	2.000	0.000	0.000	47	2.000	2.000	8
Info 1 No 3a	1.000	0.000	0.000	5	1.000	1.000	50

A follow-up question, 3b, asked those who responded no to state what they needed. Among those who said no, most said what they need was more time, particularly for planning and brainstorming sessions. A few replied that they wanted a chance to reflect before answering. Only two asked for specific information from PBS,

one requesting region-appropriate guidelines, the other, more information about the facilitator’s role and responsibilities.

Several respondents used this space to offer feedback on the session. Said one, “I have enough information... but would have much preferred to spend an entire day or afternoon just sharing ideas and plans for implementation with just the other Year 1 stations. Too much of the presentations were repetitive.” Another commented, “The training was amazing - the organization and support available is outstanding.” A third said there was, “Confusion and lack of consistency in terminology usage i.e. Year 1 vs. Grant Year. Lack of and conflicting information regarding modules.” Yet a fourth observed, “I don't have specific questions currently because the information in the last few days was so thorough. It's good to know that the staff is so receptive to questions and suggestions.” (See Table 134.)

**Table 134: If no what do you need**

<b>Date</b>	<b>PBS Station</b>	<b>If no what do you need?</b>
3/22/01	IPTV	Will have to pose some internal questions at our shop re” feasibility and work assignments. Are grant recipients (us) eligible to be facilitators? Pay ourselves?
3/22/01	IPTV	Not sure yet!
3/22/01	KCET	Dictatorship
3/22/01	KCET	More time – more participants more energy
3/22/01	KCTS	Brain storming and meetings
3/22/01	KCTS	Planning sessions - brainstorm options - specific info - guided parameters, etc.
3/22/01	KLRN	Still need to do some work on CPE clarification
3/22/01	LPB	Hopefully I will remember!
3/22/01	LPB	Am not sure at this point, need time to reflect.
3/22/01	LPB	I am supplying the information from the local events in our service area according to our involvement and awareness
3/22/01	METV	I will request more information on the role of a facilitator and his/her role responsibility and expectations MSETV- MS DOE
3/22/01	NHPTV	– all? At least most.
3/22/01	WDCQ	Unsure
3/22/01	WPSX	I will still need to ask a lot of questions but I’m starting to see some “trees in the woods”
3/22/01	WVIZ	PBS guidelines and what is appropriate for regions and needed bits for deliverable
8/6/01	GPT	Comment: The training was amazing - the organization and support available is outstanding. I need time to reflect on all the information. Phyllis
8/6/01	KCWC	I'm fine with conducting the face-to-face workshop. I'm not so sure as far

Date	PBS Station	If no what do you need?
		as meeting with the Lea's.
8/6/01	KRMA	I have enough information to do it, but would have much preferred to spend an entire day or afternoon just sharing ideas and plans for implementation with just the other Year 1 stations. Too much of the presentations were repetitive for Year One stations.
8/6/01	WDCQ	Note: I was able to answer in the affirmative to the survey above because of the confidence and expertise of my colleagues and partners at Delta College.
8/6/01	WQED	I don't have specific questions currently because the information in the last few days was so thorough. It's good to know that the staff is so receptive to questions and suggestions.
8/6/01		Conflicting information at times. Confusion and lack of consistency in terminology usage i.e. Year 1 vs. Grant Year. Lack of and conflicting information regarding modules.

**4. On a scale of one to four where four is high, what is your level of comfort with initiating the professional development at your site: Trainers**

Respondents were asked about comfort level in initiating professional development at their sites. They used a scale of one to four where four was high. The mean response was 3.208 indicating a good level of comfort in initiating the professional development. (See Table 135.)

**Table 135: On a scale of one to four where four is high, what is your level of comfort with initiating the professional development at your site: Trainers**

	Comf 1-4 4
Mean	3.208
Std. Dev.	.721
Std. Error	.147
Count	24
Minimum	2.000
Maximum	4.000
# Missing	31

## **PBS TeacherLine Web Development Survey**

This is the second part of the survey administered to the trainers during the two train the trainers dates held at PBS Headquarters in Alexandria Virginia. The first dates were March 22-23, 2001. The second dates were August 6-7, 2001.

### **1. How is the site team determining the content to put on your site? Trainers**

Respondents were asked how their site team determined the content to be put on the local site. Approximately one-third of the respondents said that they were not sure how content decisions were being made, or that determination was still in development or under discussion. (One person simply answered, "frequent meetings.") Another third of the respondents were relying upon PBS materials, sites and guidelines, local station content, and the LEA. The remainder planned to use a variety of other criteria and resources, some singly, some in combination. "Needs assessment" was cited several times, as were district or state requirements. In some instances it was evident that content would be developed or decided by only one or two individuals; some had decided that content was the responsibility, either individually or collectively, of teachers. In others, "all were contributing." A number named networking among teachers and other local professionals, watching listservs and Web sites for relevant information, and adaptation of a variety of different existing models, a key parts of their determinations. (See Table 136.)



**Table 136: How site team determines content: Trainers**

Date	PBS Station	How site team determining content
3/22/01	IPTV	Without out input - in development
3/22/01	IPTV	Still discussing
3/22/01	KCET	Current links - teacher created projects
3/22/01	KCET	Based on existing technology and math projects/content at the station and the content we can use from other state/local web sites or organization we've partnered with previously
3/22/01	KCPT	We are using the recommendations for content and building most of it in our site
3/22/01	KCTS	We need to finalize the exact content that will be included on our website
3/22/01	KCTS	General statements, pictures of teachers involved, .links to state standards, KCLS, PBS, etc.
3/22/01	KLRN	All are contributing. Other teachers are contracted to contribute
3/22/01	KLRN	Initial meeting have taken place. We need to finalize exact content for station and county site.
3/22/01	KRMA	Through contacts in math/technology community throughout the state
3/22/01	KRMA	Prince George's County Schools
3/22/01	LPB	Needs assessment
3/22/01	LPB	My input and LEA
3/22/01	LPB	Needs assessment - requirements in manual
3/22/01	LPB	Information regarding the services we offer for teachers resources available o n-line site, state proficiency correlations to our ITV, with coordination with websites
3/22/01	METV	By relying heavily on resources and knowledge gained through interaction with PBS
3/22/01	MPT	Being determined
3/22/01	MPT	Will be cooperative effort of mutual input, input from our state dept. of ed, state math organization and state systemic initiative programs
3/22/01	MPT	We're using district requirements and teachers input
3/22/01	NHPTV	We will put on what is requested by PBS & by our local teachers
3/22/01	WDCQ	Needs assessment criteria in manual
3/22/01	WGBY	This section is work being done by the station. As a brand new partner I do not have this nfo yet.
3/22/01	WQED	In process of developing
3/22/01	WVIZ	Done w/exception of sample module tours and adding function buttons for mods
8/6/01	GPT	I am not sure at this point.
8/6/01	IPTV	Frequent meetings
8/6/01	IPTV	To be determined.
8/6/01	KAET	Done
8/6/01	KCWC	Watching the listserve, looking for whatever is going on in the state and posting it,
8/6/01	KLRN	discussion based on PBS review form`
8/6/01	KLRU	We are working together to identify crucial local and state resources at the district, state and national level. The resources will be Web-based, site-based and others.
8/6/01	KNME	As a planning station, we are not there yet.
8/6/01	KNPB	I will research other sites and in collaboration with my boss, we will determine our web content.
8/6/01	KRMA	Polling local teachers, groups, working with local educational consultants (teachers).
8/6/01	METV	I do not yet have an LEA
8/6/01	MPT	I am determining based on teacher needs and how best to promote this and other projects MPT is involved in.
8/6/01	NHPTV	Your site team? Our hands are tied for what you want My site team has its own requirements and restrictions.
8/6/01	TPT	We have been developing our own teacher staff development site over the past

Date	PBS Station	How site team determining content
		year from another grant.
8/6/01	WDSE	By examining the model sites we were given, joint analysis of the deliverable requirements with our LEAs, and careful review of the station guide.
8/6/01	WLRN	N/A
8/6/01	WNED	Availability of modules and specific needs of NYS Standards
8/6/01	WNPT	We are working in collaboration with the LEA plus incorporating the lesson plans and other elements from the existing NPT site.
8/6/01	WVIZ	This is a collaborative effort that is a work in progress.
8/6/01		We were waiting to get the information from this meeting to find out what would be appropriate. We will meet, review information and identify worthwhile content.

## 2. What type of content has been or is being developed? Trainers

Respondents were asked what type of content was in development. Twelve had sites or planned sites where the focus was on presenting resources such as module schedules, links to content on other sites, events calendars, registration information, and lesson plans and activities. Four said their site's focus would be math; four simply said, "requirements." (See Table 137.)

**Table 137: What Type Content Has Been or Is Being Developed: Trainers**

Date	PBS Station	What type of content is being developed?
3/22/01	IPTV	Basic requirements/templates
3/22/01	IPTV	Informational, but not yet decided
3/22/01	KCET	Math parent project contents - links important state sites and best practices/lessons
3/22/01	KCPT	Local lessons, help resources, ask the expert
3/22/01	KLRN	Lesson plans/activities. Links to participant web sites
3/22/01	KLRN	Math links featured teacher, upcoming events, links to station math/tech resources
3/22/01	KRMA	TBD
3/22/01	KRMA	Multiple brainstorming sessions/conference calls (Our site is under development and the next two weeks will produce this product.)
3/22/01	LPB	We are not developing - we have ideas and going to get started immediately upon return
3/22/01	LPB	Not Sure
3/22/01	MPT	Being determined
3/22/01	MPT	Teacher lessons, curriculum, news updates, action plans, etc.
3/22/01	NHPTV	PBS required material - geometry unit by grade level
8/6/01	GPT	I don't know.
8/6/01	IPTV	High school material
8/6/01	IPTV	Workshop and promotional information. <a href="http://www.iptv.org/iowa_database/">www.iptv.org/iowa_database/</a> (click on TeacherLine) <a href="http://www.wgby.org/edu/TeacherLine">www.wgby.org/edu/TeacherLine</a>
8/6/01	KAET	General information content about TeacherLine and how to register for courses in AZ.

<b>Date</b>	<b>PBS Station</b>	<b>What type of content is being developed?</b>
8/6/01	KCWC	Content about upcoming events, facilitator information, state news, pictures from workshops,
8/6/01	KLRN	
8/6/01	KLRU	District principals and standards State principals and standards Station and LEA Web links
8/6/01	KNME	see above
8/6/01	KNPB	in progress...
8/6/01	KRMA	Local interviews of math and technology experts, local module schedules, online registration form, links to local math and technology resources.
8/6/01	METV	N.A.
8/6/01	MPT	Upcoming events -- a calendar Resources.
8/6/01	NHPTV	Mostly Links to other content - not new content
8/6/01	TPT	Best Practices of local teachers in a host of subjects and grade levels. These are being developed under the name Learning Park".
8/6/01	WDCQ	See above
8/6/01	WDSE	Nothing at this point
8/6/01	WLRN	N/A
8/6/01	WNED	NYS Standards NCTM Offerings TeacherLine general info
8/6/01	WNPT	Lesson plans; pertinent links
8/6/01	WQED	Has not been determined yet....the focus is math.
8/6/01	WVIZ	Our existing web content is being used and plans are in place for developing additional teacher resources.
8/6/01		None until now – waited to get clarification from this meeting

### **3. Who is developing the Web materials: Trainers**

Respondents were asked who was developing the Web materials. Of the twenty-one respondents, five said that teachers were developing the Web materials, one said that consultants would be responsible, and five said that others, primarily station staff, would be doing the Web materials. The remaining ten respondents indicated that development was being undertaken by a combination of teachers, consultants, and station staff. (See Tables 138 and 139.)

**Table 138: Who is Developing Web Materials by Position: Trainers**

Position	Total Personnel
Teachers	11
Consultants	9
Other	12
3c. Other-defined	
Self	2
Staff	6
Coordinator	2
University/Station	4

**Table 139: Who is Developing Web Materials by Station**

PBS Station	Teachers	Consultants	Others
IPTV	X	X	
KLRN	X	X	staff
KLRU			District Coordinators
KRMA	X	X	me
MPT			MPT staff and facilitators
NHPTV	X		LEA
TCPT		X	staff
WDSE	X	X	university and station
WLRN	X		
WPTV		X	TL coordinator
WOED	X		Collaborative Staff
WVIZ			WVIZ/PBS staff
	X		
	X		
	X	X	station educational staff
	X	X	
		X	
	X		
			Station Staff & LEA Supervisor
			Self
	X		

**4. What quality criteria and process has been established to accept or reject materials: Trainers**

As with the answers given to previous questions, most respondents (21) said they either didn't know, or that criteria was "in development." Ten indicated that various

established standards (state, district, NCTM) or TeacherLine would serve as their primary guides. Five responded with “teacher review,” three said “me.” (See Table 140.)

**Table 140: What Criteria Process Established Accept Reject Materials: Trainers**

<b>Date</b>	<b>PBS Station</b>	<b>What criteria process established accept reject materials</b>
3/22/01	IPTV	Established IPTV editorial protocol
3/22/01	IPTV	Under development
3/22/01	KCET	In process
3/22/01	KCET	Education staff reviews text and web sites based on whether or not it is aligned with TeacherLine goals, NCTM principles and ISTE standards
3/22/01	KCPT	Have not used a formal evaluation process
3/22/01	KCTS	Experience specific components of quality aspects of virtual lessons per Mathline experience
3/22/01	KLRN	A checklist is being developed
3/22/01	LPB	None
3/22/01	LPB	We're working on this as we go
3/22/01	LPB	Not Sure
3/22/01	LPB	Not at this time
3/22/01	METV	More learning based content
3/22/01	MPT	Under assessment - being determined
3/22/01	MPT	Not addressed yet
3/22/01	NHPTV	Me
3/22/01	NHPTV	Peer review/LEA approval
3/22/01	WDCQ	I have not been consulted on this matter
3/22/01	WVIZ	Teacher review
8/6/01	GPT	Can't answer
8/6/01	IPTV	Meets NCTM Standards
8/6/01	IPTV	To be determined.
8/6/01	KAET	More technical support for module users w/more access.
8/6/01	KCWC	Accurate, current, educational info
8/6/01	KLRN	Spell check
8/6/01	KLRU	Must be passed by district and station standards of quality non-profit educational materials and information
8/6/01	KNME	Not there yet
8/6/01	KNPB	Undetermined at this time...
8/6/01	KRMA	Review by myself and educational consultants.
8/6/01	METV	Haven't previewed the material yet.
8/6/01	MPT	well edited material relevant to PGCPS, TeacherLine, and MPT is accepted
8/6/01	NHPTV	What I need to fulfill the grant
8/6/01	TPT	We work with the state department of education and a local college; Augsburg College.
8/6/01	WDSE	ISTE standards goals/needs of the LEA Minnesota Graduation requirements
8/6/01	WLRN	Not there yet.
8/6/01	WNED	Relationship to the NYS Standards
8/6/01	WNPT	Not developed
8/6/01	WQED	Not yet established
8/6/01	WVIZ	Our Educational Services team evaluates the content for its usefulness

Date	PBS Station	What criteria process established accept reject materials
		and appropriateness.
8/6/01		Curriculum correlation and methodology

**5a and 5b. Have you identified a need for PBS to provide materials, technical information, or other types of web support? If yes, please describe the support that is needed: Trainers**

Respondents were asked if they had identified a need for PBS to provide materials, technical information, or other types of web support. Twenty-two respondents said yes and 20 said no. (See Table 141.)

**Table 141: Have you identified a need for PBS to provide materials, technical information, or other types of web support: Trainers**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
Web PBS sup 2 Yes 5a	2.000	0.000	0.000	22	2.000	2.000	33
Web PBS sup 1 No 5a	1.000	0.000	0.000	20	1.000	1.000	35

The second portion of the question asked respondents to describe the support that they needed if they answered yes. Twenty-seven of the respondents left this question unanswered, said they didn't know, or replied, "Nothing." Five indicated they needed only general support or to be able to be in contact with TeacherLine. Specific requests made by the remainder were for tech support, assistance with site navigation, graphics, assessment tools, training materials, and promotional materials. (See Tables 142.)

**Table 142: Please Describe Support: Trainers**

<b>Date</b>	<b>PBS Station</b>	<b>Please describe needed support</b>
3/22/01	IPTV	Consultation only
3/22/01	KCET	Need template
3/22/01	KCET	Tech support
3/22/01	KLRN	I said yes just in case – none identified.
3/22/01	LPB	Support through phone calls
3/22/01	METV	PBS support is great!
3/22/01	MPT	Graphics, syllabus & assessment, binder graphics
3/22/01	MPT	Continuing to work with my web planner; original person has left agency so am having to bring new person up to speed.
3/22/01	NHPTV	General Support
3/22/01	WVIZ	Training materials
8/6/01	KAET	More technical support for module users w/more access.
8/6/01	KCWC	All the above need to be available for that moment of need!"
8/6/01	KLRN	they have provided good support.
8/6/01	KLRU	We need promotional materials and assistance, as needed, in customizing our toolkit. We need graphics, layout, database functionality for the Web site etc.
8/6/01	KRMA	No, nothing more than they are already doing.
8/6/01	METV	I will need both informational material and technical support because of my limited knowledge of the project at this point.
8/6/01	NHPTV	Local Discussion boards Local Chats
8/6/01	WDCQ	A periodic check-up to see how we are keeping current and relevant as a viable website.
8/6/01	WNED	Help us set-up our site to permit easy navigation
8/6/01	WQED	Will contact as needed.
8/6/01		Support may be needed in multiple forms but it is premature to try and list them now

**6. To determine other support that may be needed, review the web site attribute and determine how much of the component has been developed and the need for outside support to complete the component in a timely manner:  
Trainers**

Using a scale of one to four where four was high, the respondents ranked how much of the web component had been developed and their need for outside support to complete that component. “None” received one point, “little” received two points, “somewhat” received three points, and “a lot” received four points. The highest score was 2.311 for the Web overview that described the station, LEA and PBS Web sites and

navigation. The lowest score was 1.822 for the amount developed of the LEA/NCTM Vignettes. (See Table 143.) The components were as follows:

- a. Overview: Describes collaborations and partnerships
- b. Overview: Describes station, LEA and PBS Web sites, navigation to support teachers in mathematics and technology
- c. TeacherLine Resources: References and overview of resources, local implementation: Virtual Mathematics Academy, technology learning modules and local training opportunities.
- d. Local Highlights: Local math and technology activities: special events, school activities, community projects, station/program offerings
- e. Professional Develop Opportunities: Station and LEA list offerings for teachers in math and technology such as workshops, online modules, seminars, lectures, and conferences
- f. Exemplary Lesson Plans: Examples of quality instruction in math and technology
- g. Math and Technology Resources: Internet links
- h. Math and Technology Resources: For teacher, student, parent
- i. LEA/NCTM Vignette: About change in the classroom
- j. Teacher Spotlight: Teacher's quality work with students



**Table 143: To determine other support that may be needed, review the web site attribute and determine how much of the component has been developed and the need for outside support to complete the component in a timely manner: Trainers**

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
OV Col 6a1	2.289	1.121	.167	45	1.000	4.000	10
Imp OV Col 6a2	2.067	1.116	.166	45	1.000	4.000	10
OV Web 6b1	2.311	1.125	.168	45	1.000	4.000	10
Imp OV Web 6b2	2.178	1.193	.178	45	1.000	4.000	10
Res 6c1	2.267	1.195	.178	45	1.000	4.000	10
Imp Res 6c2	2.156	1.167	.174	45	1.000	4.000	10
Local Hi 6d1	2.244	1.151	.172	45	1.000	4.000	10
Imp Local Hi 6d2	2.133	1.198	.179	45	1.000	4.000	10
Dev Opps 6e1	2.289	1.254	.187	45	1.000	4.000	10
Imp Dev Opps 6e2	2.111	1.191	.178	45	1.000	4.000	10
Lessons 6f1	2.200	1.217	.181	45	1.000	4.000	10
Imp Lessons 6f2	2.267	1.214	.181	45	1.000	4.000	10
I Res 6g1	2.356	1.282	.191	45	1.000	4.000	10
Imp I Res 6g2	2.133	1.140	.170	45	1.000	4.000	10
Res Teacher 6h1	2.222	1.223	.182	45	1.000	4.000	10
Imp Res Teacher 6h2	2.178	1.114	.166	45	1.000	4.000	10
Vig 6i1	1.822	1.093	.163	45	1.000	4.000	10
Imp Vig 6i2	2.400	1.214	.181	45	1.000	4.000	10
Spot 6j1	1.978	1.158	.173	45	1.000	4.000	10
Imp Spot 6j2	2.311	1.164	.174	45	1.000	4.000	10

## **Regression Analysis and Correlation Analysis on Variables for PBS Station**

### **Staff and LEA Staff: Trainers**

Multiple regression analyses were performed using as the dependent variable, the trainers' level of comfort with initiating the professional development on a scale of one to four where four was high. Two trainings were held, one during the first grant year and a second during the second grant year. They are both shown here so that possible attitude changes about the training and program could be examined.

Correlation analysis was performed on all the variables. There was a strong correlation of .949 between implementation of how teachers will use TeacherLine and the implementation of TeacherLine overall. There was a strong correlation at .956 between certification areas and selection of modules for local use and the implementation

of that variable. There was a strong correlation at .957 between connecting school and station websites and implementation of that variable.

Several correlations existed in the range of .800 and above. A correlation of .820 existed between identifying facilitators and the overall implementation. A correlation of .834 existed between implementing the identification of facilitators and selecting, promoting, marketing and enrolling teachers in modules. A strong correlation of .899 existed between helping teachers use e-journaling for reflections and vignettes and the implementation of that module. There were a number of weaker correlations in the .600 to .799 range. No other variables met these criteria.

Correlations on the Web portion of the survey exhibited some significance. There was a strong correlation at .941 between the overview of collaborations/partnerships and the Web overview; .879 for TeacherLine Resources; and .820 for local highlights.

There were a number of correlations for support to complete the overview of collaborations and partnerships; .928 support to complete the Web overview; .886 support to complete TeacherLine resources; .803 support to complete the local highlights and .900 support to complete math and technology Internet links.

The strong correlations for the Web overview included .888 for TeacherLine resources and .831 for professional development opportunities.

The strong correlation for support to complete the Web overview was support to complete Internet resources at .852.

A strong correlation existed for TeacherLine resources with professional development opportunities at .816. Strong correlations for support to complete Internet resources were .819 support for local highlights and .839 for support for Internet resources.

A strong correlation existed for local highlights and overview of collaborations at .820. Support to complete local highlights correlations included .817 for support professional development opportunities; and .880 for teacher resources.

Correlations for professional development opportunities included .821 for overview of collaborations and .831 for Web overview.

Correlations for needing support for professional development opportunities included .828 support for lessons and .814 support for Internet resources.

Support for lessons correlations were .828 for support for professional development opportunities and .828 for support for math and technology resources for teachers, students, and parents.

The strong correlations for Internet resources at .816 was support to complete local highlights.

A strong correlation for support to complete Internet resources at .917 was support for teacher, parent and student resources.

Strong correlations for support of teacher spotlights was .887 for support to complete lessons and .907 for LEA/NCTM vignettes about change in the classroom.

No other variables met the criteria.

### **Multiple Regression on Dependent Variable Level of Comfort with Training Dates, Urban, Rural or Suburban Areas, and Gender: Trainers**

A multiple regression was performed using as independent variables the first or second year training dates, urban, suburban or rural areas, and gender. None of these variables accounted for the level of comfort with the level of comfort in initiating professional development at the site, the dependent variable. (See Table 144.)

### **Table 144: Multiple Regression on Dependent Variable Level of Comfort with Training Dates, Urban, Rural or Suburban Areas, and Gender: Trainers**

**Regression Summary  
Comf 1-4 4 vs. 3 Independents**

Count	21
Num. Missing	34
R	.252
R Squared	.063
Adjusted R Squared	•
RMS Residual	.713

**ANOVA Table  
Comf 1-4 4 vs. 3 Independents**

	DF	Sum of Squares	Mean Square	F-Value	P-Value
Regression	3	.585	.195	.383	.7665
Residual	17	8.653	.509		
Total	20	9.238			

**Regression Coefficients  
Comf 1-4 4 vs. 3 Independents**

	Coefficient	Std. Error	Std. Coeff.	t-Value	P-Value
Intercept	2.982	1.667	2.982	1.789	.0915
Mar1 Aug2	.276	.740	.089	.373	.7140
U1 S2 R3	-.228	.220	-.245	-1.036	.3145
F2 M1	-.015	.369	-.010	-.041	.9676

**Multiple Regression on Dependent Variable Level of Comfort with Training Dates, and Understanding and Implementation of Administrative Functions for the Project at the Site: Trainers**

A multiple regression was performed using as independent variables training dates and administrative functions about which the respondents were asked to indicate their level of understanding of the component and their ability to implement it at their site. The questions were ranked on a scale of one to four where four was high. The variables were training dates, TeacherLine Overall (mission, mandate and functionality, how teachers will use TeacherLine, how to introduce TeacherLine and local education services. While there was a significant F-value, none of the individual variables had

significance at  $P=.05$  or better to account for the level of comfort in initiating professional development at the site, the dependent variable. (See Table 145.)

**Table 145: Multiple Regression on Dependent Variable Level of Comfort with Training Dates, and Understanding and Implementation of Administrative Functions for the Project at the Site: Trainers**

**Regression Summary  
Comf 1-4 4 vs. 7 Independents**

Count	24
Num. Missing	31
R	.785
R Squared	.616
Adjusted R Squared	.448
RMS Residual	.536

**ANOVA Table  
Comf 1-4 4 vs. 7 Independents**

	DF	Sum of Squares	Mean Square	F-Value	P-Value
Regression	7	7.363	1.052	3.662	.0150
Residual	16	4.596	.287		
Total	23	11.958			

**Regression Coefficients  
Comf 1-4 4 vs. 7 Independents**

	Coefficient	Std. Error	Std. Coeff.	t-Value	P-Value
Intercept	1.191	1.152	1.191	1.035	.3162
Mar1 Aug2	-.617	.588	-.175	-1.049	.3098
Overall 1a1	-.064	.411	-.050	-.155	.8786
Imp Overall 1a2	1.106	.773	.895	1.431	.1716
Teacher Use 1b1	.723	.657	.496	1.100	.2875
Imp Teacher Use 1b2	-.681	.736	-.621	-.926	.3684
Intro 1c1	-1.064	.750	-.754	-1.419	.1752
Imp Intro 1c2	1.191	.785	.841	1.519	.1484

**Multiple Regression on Dependent Variable Level of Comfort with Content**

**Variables: Trainers**

A multiple regression was performed using as independent variables content areas and whether the respondents understood and could implement the content component at the site. These components included the TeacherLine home page, the

Community Center, the Portfolio, course modules, helping teachers use interactive components, and use e-journaling for reflections and vignettes.

While there was an F-value of 2.893, individually, none of these variables accounted for the level of comfort in initiating professional development at the site, the dependent variable. None had a significance at P=.05 or better. (See Table 146.)

**Table 146: Multiple Regression on Dependent Variable Level of Comfort with Content Variables: Trainers**

**Regression Summary**

**Comf 1-4 4 vs. 12 Independents**

Count	24
Num. Missing	31
R	.871
R Squared	.759
Adjusted R Squared	.497
RMS Residual	.511

**ANOVA Table**

**Comf 1-4 4 vs. 12 Independents**

	DF	Sum of Squares	Mean Square	F-Value	P-Value
Regression	12	9.081	.757	2.893	.0444
Residual	11	2.878	.262		
Total	23	11.958			

**Regression Coefficients**

**Comf 1-4 4 vs. 12 Independents**

	Coefficient	Std. Error	Std. Coeff.	t-Value	P-Value
Intercept	.691	.829	.691	.834	.4222
Home Page 1d1	.926	.794	.596	1.165	.2685
Imp Home Page 1d2	-.475	.645	-.317	-.736	.4769
Comm Ctr 1e1	.611	.591	.479	1.034	.3234
Imp Comm Ctr 1e2	-.551	.525	-.406	-1.050	.3164
Portfolio 1f1	-.138	.268	-.158	-.513	.6180
Imp Portfolio 1f2	.339	.282	.319	1.201	.2551
Mod 1h1	-.410	.571	-.427	-.718	.4875
Imp Mod 1h2	.290	.316	.361	.917	.3786
IA Comp 1m1	.349	.349	.335	1.001	.3385
Imp IA Comp 1m2	-.070	.316	-.070	-.223	.8279
E-Jour 1n1	.031	.386	.040	.080	.9380
Imp E-Jour 1n1	.130	.354	.184	.368	.7196

## Multiple Regression on Dependent Variable Level of Comfort with Credit

### Variables: Trainers

A multiple regression was performed using as independent variables whether the respondents understood and could implement at their site, certification areas and selection of modules for local use, and help teachers apply for credits, CECs/CEUs.

While there was an F-value of 3.063, none of the individual variables had a significance of  $P=.05$  or better to account for the level of comfort in initiating professional development at the site, the dependent variable. (See Table 147.)

**Table 147: Multiple Regression on Dependent Variable Level of Comfort with Credit Variables: Trainers**

#### Regression Summary Comf 1-4 4 vs. 4 Independents

Count	24
Num. Missing	31
R	.626
R Squared	.392
Adjusted R Squared	.264
RMS Residual	.619

#### ANOVA Table Comf 1-4 4 vs. 4 Independents

	DF	Sum of Squares	Mean Square	F-Value	P-Value
Regression	4	4.688	1.172	3.063	.0418
Residual	19	7.270	.383		
Total	23	11.958			

#### Regression Coefficients Comf 1-4 4 vs. 4 Independents

	Coefficient	Std. Error	Std. Coeff.	t-Value	P-Value
Intercept	1.848	.439	1.848	4.214	.0005
Cert/Mod 1g1	-.755	.739	-.786	-1.021	.3200
Imp Cert/Mod 1g2	.791	.669	.856	1.183	.2515
Credits 1o1	.348	.220	.376	1.585	.1295
Imp Credits 1o1	.275	.205	.318	1.340	.1960

### **Multiple Regression on Dependent Variable Level of Comfort with Marketing and Evaluation Variables: Trainers**

A multiple regression was performed using as independent variables whether the respondents understood and could implement identification of local facilitators, selecting, promoting, marketing and enrolling teachers in modules, connecting school and station websites and evaluation components. While there was an F-value of 1.795, the level of significance was  $P=.15$  well below the accepted standard of  $P=.05$ . None of these variables accounted for the level of comfort in initiating professional development at the site, the dependent variable. (See Table 148.)



**Table 148: Multiple Regression on Dependent Variable Level of Comfort with Marketing and Evaluation Variables: Trainers**

**Regression Summary**

**Comf 1-4 4 vs. 8 Independents**

Count	24
Num. Missing	31
R	.700
R Squared	.489
Adjusted R Squared	.217
RMS Residual	.638

**ANOVA Table**

**Comf 1-4 4 vs. 8 Independents**

	DF	Sum of Squares	Mean Square	F-Value	P-Value
Regression	8	5.852	.732	1.797	.1561
Residual	15	6.106	.407		
Total	23	11.958			

**Regression Coefficients**

**Comf 1-4 4 vs. 8 Independents**

	Coefficient	Std. Error	Std. Coeff.	t-Value	P-Value
Intercept	1.403	.770	1.403	1.823	.0884
Ident Fac 1i1	-.352	.368	-.352	-.957	.3538
Imp Ident Fac 1i2	.421	.476	.421	.886	.3894
Enroll 1j1	.438	.413	.393	1.061	.3056
Imp Enroll 1j2	-.253	.271	-.286	-.934	.3651
Cnt Webs 1p1	.873	.801	1.008	1.090	.2930
Imp Cnt Webs 1p1	-.705	.793	-.811	-.889	.3878
Eval 1q1	.144	.369	.121	.390	.7018
Imp Eval 1q1	.136	.341	.139	.398	.6964

**Multiple Regression on Dependent Variable Level of Comfort with Mathematics Content Variables: Trainers**

A multiple regression was performed using as independent variables whether the respondents understood and could implement mathematics content variables. The variables were the NCTM Standards and Equity Principles and the Virtual Mathematics Academy. The F-value was 1.567 with a low significance of P=.2237. These variables

did not account for the level of comfort in initiating professional development at the site, the dependent variable. (See Table 149.)

**Table 149: Multiple Regression on Dependent Variable Level of Comfort with Mathematics Content Variables: Trainers**

**Regression Summary  
Comf 1-4 4 vs. 4 Independents**

Count	24
Num. Missing	31
R	.498
R Squared	.248
Adjusted R Squared	.090
RMS Residual	.688

**ANOVA Table  
Comf 1-4 4 vs. 4 Independents**

	DF	Sum of Squares	Mean Square	F-Value	P-Value
Regression	4	2.966	.742	1.567	.2237
Residual	19	8.992	.473		
Total	23	11.958			

**Regression Coefficients  
Comf 1-4 4 vs. 4 Independents**

	Coefficient	Std. Error	Std. Coeff.	t-Value	P-Value
Intercept	2.088	.536	2.088	3.898	.0010
NCTM 1k1	.644	.384	.569	1.677	.1100
Imp NCTM 1k2	-.370	.281	-.414	-1.318	.2033
VMA 1I1	.117	.407	.107	.287	.7774
Imp VMA 1I2	.132	.339	.136	.391	.7003

**Multiple Regression on Dependent Variable Level of Comfort with Roles/Responsibility Clarification and Receiving the Necessary Information: Trainers**

A multiple regression was performed using as independent variables whether the respondents felt the training helped to clarify roles and responsibilities for the site professional development and follow up and whether they received the necessary information. With an F-value of .637, none of these variables accounted for the level of

comfort in initiating professional development at the site, the dependent variable. (See Table 150.)

**Table 150: Multiple Regression on Dependent Variable Level of Comfort with Roles/Responsibility Clarification and Receiving the Necessary Information: Trainers**

**Regression Summary  
Comf 1-4 4 vs. 2 Independents**

Count	23
Num. Missing	32
R	.245
R Squared	.060
Adjusted R Squared	•
RMS Residual	.748

**ANOVA Table  
Comf 1-4 4 vs. 2 Independents**

	DF	Sum of Squares	Mean Square	F-Value	P-Value
Regression	2	.713	.357	.637	.5395
Residual	20	11.200	.560		
Total	22	11.913			

**Regression Coefficients  
Comf 1-4 4 vs. 2 Independents**

	Coefficient	Std. Error	Std. Coeff.	t-Value	P-Value
Intercept	4.400	1.901	4.400	2.315	.0313
Clarify yes1 no2	-.800	.767	-.227	-1.043	.3093
Info 2yes 1no	.200	.555	.078	.360	.7223

**Web Development Survey: Trainers**

The second part of the survey administered during the training days for trainers focused on how the Web development was being handled at their site. Multiple regression analyses were performed using as the dependent variable whether or not the respondents had identified a need for PBS to provide materials, technical information or other types of Web support.

**Multiple Regression on Dependent Variable Level of Comfort with the Need for Outside Support: Trainers**

A multiple regression was performed using as independent variables whether the respondents had developed components for the web site, and the strength of their need for outside support to complete the component based on a scale of one to four, where four was high. There was significance with an F-value of 2.575. The regression coefficient table shows significance at P=.05 or better for the following variables; overview of collaborations/partnerships (P=.05), implementing resources (P=.01, and providing math and tech resources for teachers, students and parents (P=.02). No other variables accounted for the level of need in having PBS provide support, the dependent variable. (See Table 151.)

**Table 151: Multiple Regression on Dependent Variable Level of Comfort with the Need for Outside Support: Trainers**

**Regression Summary**

**Web PBS sup 2yes 1 bno vs. 20 Independents**

Count	36
Num. Missing	19
R	.880
R Squared	.774
Adjusted R Squared	.474
RMS Residual	.368

**ANOVA Table**

**Web PBS sup 2yes 1 bno vs. 20 Independents**

	DF	Sum of Squares	Mean Square	F-Value	P-Value
Regression	20	6.970	.348	2.575	.0333
Residual	15	2.030	.135		
Total	35	9.000			

**Regression Coefficients**  
**Web PBS sup 2yes 1 bno vs. 20 Independents**

	Coefficient	Std. Error	Std. Coeff.	t-Value	P-Value
Intercept	.880	.212	.880	4.149	.0009
OV Col 6a1	1.555	.755	3.407	2.060	.0572
Imp OV Col 6a2	-1.184	.669	-2.400	-1.770	.0971
OV Web 6b1	-.738	.568	-1.571	-1.299	.2135
Imp OV Web 6b2	-.076	.412	-.169	-.184	.8568
Res 6c1	-.415	.434	-.946	-.956	.3544
Imp Res 6c2	1.221	.423	2.560	2.889	.0112
Local Hi 6d1	-.071	.251	-.154	-.282	.7821
Imp Local Hi 6d2	-.311	.190	-.678	-1.637	.1224
Dev Opps 6e1	-.134	.180	-.329	-.747	.4664
Imp Dev Opps 6e2	-.106	.169	-.236	-.625	.5414
Lessons 6f1	-.136	.152	-.320	-.893	.3858
Imp Lessons 6f2	-.248	.353	-.557	-.702	.4936
I Res 6g1	-.109	.181	-.267	-.603	.5558
Imp I Res 6g2	.470	.462	1.001	1.018	.3248
Res Teacher 6h1	.522	.218	1.209	2.399	.0299
Imp Res Teacher 6h2	.371	.525	.792	.706	.4911
Vig 6i1	-.206	.169	-.429	-1.218	.2421
Imp Vig 6i2	-.857	.529	-1.949	-1.621	.1259
Spot 6j1	.097	.125	.218	.779	.4479
Imp Spot 6j2	.612	.536	1.303	1.143	.2708

**LEA and Station Partner Recommendations**

As part of the year-end review, TeacherLine's first year partners were asked a several questions about TeacherLine.

The first question asked was "What was the most challenging aspect of TeacherLine during the first year."

Stations and LEAs were in agreement that the changing goals, timelines, and expectations were challenges. Some had difficulty with the Web page deliverable because of their limited skills as well as finding suitable personnel locally. There was agreement that the ongoing audio conferences and March training provided the necessary clarification for much of the project. Second year grantees received their training by PBS in early August as a response to this problem. Six hours of audio

conferences are scheduled each month to cover specific agenda items to which the stations and LEAs can contribute. A new Web component was created called Station Buzz which provides a great deal of information in a consistent voice for all the grantees as well as PBS staff.

Several respondents specifically mentioned problems created by the change in timeline from the project ending September 30 and being moved back to May 30. Conducting the work of the project for the first year was done in approximately six months. Several mentioned that teachers need three to four months to work something into their plans.

At the local level LEAs identified anew that they needed to work with teachers to improve their technology application level for their own learning “if we hope it to happen for our kids.

The first major user of the modules observed that there were many additions to be created for the modules to make them usable. The modules had been beta tested under an earlier project but the beta testers did not note many of the basic problems that the earliest facilitators discovered.

The technology support for the early facilitators and learners averaged 100 emails per day for an entire month. Learner orientation classes have been designed to alleviate a large part of this problem, but a national help desk seems necessary.

Several stations asked for a business plan that included costs for modules.

Another asked “What can PBS do to make TeacherLine work effectively at the LEA level in year two of the project?”

Suggestions from the LEAs included providing additional training for TeacherLine delivery, the Virtual Mathematics Academy, and Web site development.

Stations and LEAs wanted clear expectations, timelines, and a business plan with little deviation in direction or goals. Several mentioned the need for more clarity on how certificates can be earned. Several wanted more print and video marketing materials

which have been distributed during the second year. Several called for detailed descriptions of modules. When changes are going to occur, provide this information well in advance.

Several stations mentioned the need to update and inform general managers about the project. Another suggested that TeacherLine should be more visible nationally in order to help adoption at the local level.

Several stations mentioned a need for the national staff to continue the training of facilitators rather than passing it on to the local site for training. They observed that they don't have the skill to do it since most of the new facilitators have to complete teaching their first module. They also mentioned the difficulty in recruiting facilitators.

Most stations wanted to continue the scheduled audio conferences but wanted more meetings at PBS in Alexandria to share information and brainstorm.

The project staff and board were in agreement with many of the recommendations. At the April National Advisory Board Meeting, the following lessons were reported as being learned from year one of the grant.

- Dissemination and implementation requires ongoing input and support
- Project design and development needs to be proactive rather than reactive (launch and learn). In year one there was too much implementation and learning from it and then changing what we did. We need to do less of that in year two.
- Additional research in the online professional development area and preK-12 education markets is needed.
- Assumption that Web-based equates to quick and easy was inaccurate.
  - It is not quick and easy
  - Changes takes time and is an ongoing process
- Designing a learning environment for the Web is easier than implementing it
  - Accessing it is one thing, using it is another thing

- Teachers lack of comfort with technology is an issue:
  - Technology will evolve
  - Teachers will develop new skills
  - Design needs to be more intuitive
  - TeacherLine needs to reach a breadth of skills.
- Ongoing communication with all vested participants is critical:
  - Conference calls
  - Clarity and understanding need to be honed
- Position TeacherLine with member stations; align all of the pieces that we are responsible for with USDOE, PBS, state departments of education, NCTM, ISTE, and school improvement organizations.
  - Aligning all of these pieces is the biggest challenge

### **Environmental Challenges to TeacherLine**

1. The state of technology in schools is far less advanced than studies report in terms of accessibility, robustness of hardware and software or integration into teaching and learning.
2. The preparation, confidence level and experience of teachers to use technology for more than communication, record keeping or lesson plans continues to be limited.
3. Ongoing, sustained professional development continues to be more of a goal than a reality for traditional face-to-face professional development as well as web-based or online professional development.
4. Professional development remains under the control of the school, district and/or state department of education or instruction rather than the teacher. Teachers do not feel empowered to chart their professional improvement plan or their own professional development plan.



5. Increasing demands on teachers' time leave little opportunity for teachers to pursue their own learning on more than an ad hoc, short-term basis.
6. Teachers give short-term solutions priority over development of their knowledge of content and pedagogy. Hence when accessing Web-based resources, it isn't with long-term goals in mind.
7. Teachers' need for immediate help in addressing classroom problems must be satisfied as part of longer-term professional development. Teachers see most professional development disconnected from their daily challenges.
8. Teachers do not as yet see technology as a vehicle for their own professional development. State Departments of Education and Districts are generally in an early phase of acceptance but see it as an essential goal.
9. Greater accountability efforts will require an evidence-based model of assessment and evaluation of teacher professional development.
10. Ease of use (content and technology), relevance of content to immediate needs and time commitment has surfaced as key barriers to use.
11. Most teacher professional development is not designed with a well-grounded research-base on how to address specific challenges. The default teacher-training model is general in scope rather than a focused in-depth rigorous examination, evaluation and synthesis of conceptual understanding and application into learning and teaching. Therefore, teachers have come to expect common characteristics with online professional development.

PBS TeacherLine is addressing these issues in the design, development and piloting of the web-site, all content for the Facilitated Learning Modules, the Virtual Mathematics Academy, the Certificate Program and the Online Follow-Up with the NCTM Professional Academy Institutes.

## **Conclusions**

PBS TeacherLine is firmly establishing a new and interactive method of working with PBS station educators and their LEA partners. The model consists of determining needs, frequent and heavily interactive audio conferences, courses, modules and professional development that moves from a heavily television based learning experience to a strong mixed media online learning environment that meetings multiple intelligences and learning styles. Grant partners and their teachers are enthusiastic about the professional development that will receive during the second year of the grant.

An important aspect of the new model is the strong reliance by the national PBS TeacherLine staff on the local station and LEA partners. They have been extraordinarily responsive to their needs and this has vested the high interest of the local groups in areas where there are great needs.

**Appendix A: Scope of Work**

**The Education Coalition  
31 Segovia  
San Clemente, CA 92672  
949-369-3867  
Fax 949-369-3865**

## **PBS TeacherLine Evaluation Scope of Work**

The Education Coalition (TEC) proposes to complete the evaluation scope of work described in the project proposal over a period of one year beginning June 1, 2000 and completing the first year formative report by September 30, 2001.

Monthly audio conferences will be held with the project coordinators at scheduled times.

All project evaluation design, literature reviews, electronic survey design, posting, inputting, and statistical analysis are included. All project materials will be maintained on the evaluator's web site.

All expenses are included for travel to the TeacherLine 16 state project sites. Evaluators will meet with site coordinators, involved teachers, and others pertinent to the project. One to two days will be spent at each site.

Two trips of five days are included to the Washington, DC area to meet with PBS project personnel and US Department of Education project monitors which may be a part of the Star Schools Project Directors/Evaluators regular meetings.

One trip of five days is included to attend the OERI Technology Evaluation Summit (strongly recommended by OERI) to be held in the summer of 2001

Four copies of a printed and bound final report will be completed and shipped by October 31, 2001 (two for USDE and two for PBS). Electronic copies will also be provided.

## Appendix B: Survey Instruments

## TeacherLine using technology to enrich learning

Please register below to set up your account's login and password. You may use the same login/password that you use for the PBS TeacherLine Web site, however, you'll need to re-enter the login/password below so that they will be recognized.

### Evaluation Registration

First Name: \_\_\_\_\_  
Last Name: \_\_\_\_\_  
Login: \_\_\_\_\_  
Password: \_\_\_\_\_  
Confirm Password: \_\_\_\_\_  
Email: \_\_\_\_\_  
Telephone: \_\_\_\_\_  
Address: \_\_\_\_\_  
City: \_\_\_\_\_  
State: \_\_\_\_\_  
Zip Code: \_\_\_\_\_

Type:           TeacherLine \_\_\_\_\_ NCTM \_\_\_\_\_

Role: (Choose all that apply)

\_\_\_\_\_ Teacher  
\_\_\_\_\_ Facilitator  
\_\_\_\_\_ Module  
\_\_\_\_\_ Other

School: \_\_\_\_\_

School District Name: \_\_\_\_\_  
\_\_\_\_\_ ASSET  
\_\_\_\_\_ Unified School District  
\_\_\_\_\_ Glendale Unified School District  
\_\_\_\_\_ Jefferson County School District  
\_\_\_\_\_ Jefferson County School District  
\_\_\_\_\_ Miami-Dade County Public Schools  
\_\_\_\_\_ Kennesaw State University  
\_\_\_\_\_ Heartland Area Education Agency  
\_\_\_\_\_ Catahoula Parish School Board  
\_\_\_\_\_ Prince Georges County Schools  
\_\_\_\_\_ Hampshire Education Collaborative  
\_\_\_\_\_ Bay City Public Schools  
\_\_\_\_\_ Saint Paul Public Schools  
\_\_\_\_\_ Proctor School District  
\_\_\_\_\_ Jackson Public School System  
\_\_\_\_\_ Belton School District  
\_\_\_\_\_ Clark County Schools  
\_\_\_\_\_ Washoe County School District  
\_\_\_\_\_ North Country Education Foundation  
\_\_\_\_\_ Albuquerque Public Schools  
\_\_\_\_\_ Buffalo Public Schools  
\_\_\_\_\_ SMART Consortium

- Glendale School District
- Math and Science Collaborative
- Metropolitan Nashville Public Schools
- San Antonio Independent School District
- Austin Independent School District
- Norfolk Public Schools
- Cape Flattery School District
- Regional Education Telecommunications Areas
- Fremont County School District
- McCormick Junior High School
- Carey Junior High School

School/District Setting:

- Urban
- Suburban
- Rural

PBS Station:

- KAET
- KCET
- KRMA
- WLRN
- GPB
- IPTV (Iowa)
- LPB
- MPT
- WGBY
- WDCQ
- Twin Cities Public Television
- WDSE
- METV
- KCPT
- KLVX
- KNPB
- NHPT
- KNME
- WNED
- WVIZ
- WPSX/WPSU
- WQED
- NPT
- KLRN
- KLRU
- WHRO
- KCTS
- WETN
- KCWC

Station City: \_\_\_\_\_  
State: \_\_\_\_\_

Gender: \_\_\_\_\_ Male \_\_\_\_\_ Female

Ethnicity: Hispanic or Latino? \_\_\_\_\_ Yes \_\_\_\_\_ No

Race: (Choose all that apply)

- \_\_\_\_\_ American Indian or Alaska Native
- \_\_\_\_\_ Asian
- \_\_\_\_\_ Black or African American
- \_\_\_\_\_ Native Hawaiian or Other Pacific Islanders
- \_\_\_\_\_ White
- \_\_\_\_\_ Mixed racial group/more than one race
- \_\_\_\_\_ Don't know



**PBS/LEA Professional Development**  
**1. K-12 Teachers Pre and Post Evaluations**  
**1.a Pre-Evaluation Survey**

1. What grade levels did you teach in the 2000-2001 school year? (Mark all the apply)

Pre-K  K  1  2  3  4  5  6  7  8  9  10  11  12

12. Which teaching credentials do you hold?

a) Which teaching credentials/certifications do you hold?

\_\_\_\_\_

b) Are you working toward a degree?

yes  no

If yes, which degree?

Bachelor's  Master's  Doctorate

c) What is the highest degree that you hold?

None  Bachelor's  Master's  Doctorate

13. At the end of the 2000-2001 school year, how many years will you have taught?

\_\_\_\_\_

14. How many students were enrolled in all of your classes during the 2000-2001 school year? \_\_\_\_\_

15. Do you have computers in your classroom that have Internet access?

Yes  No

16. Describe your classroom media equipment (computers, access connection, TVs, cable, other) \_\_\_\_\_

\_\_\_\_\_

17. Professional Development:

Please check the activities in which you participated during the 2000-2001 school year.

a)  yes  no Other technology professional development (not TeacherLine)

b)  yes  no College credit courses toward an advanced degree

c) Hours spent in all types of technology-related professional development? \_\_\_\_\_

18. My experience with using technology to support instruction in my classroom is: (check one)

a)  None

b)  Limited to the 2000-2001 NCTM Academy Nine-week Follow-up or NCTM Virtual Academy

c)  Limited to the TeacherLine Professional Development in which I'm about to participate

d)  Moderate: have used technology in my classroom for up to two years

e)  Extensive: have integrated technology into my classroom for more than two years

19. How much has using instructional technology changed the way you teach your classes: (Check one)

- a) \_\_\_\_\_ Not at all
- b) \_\_\_\_\_ Somewhat
- c) \_\_\_\_\_ Quite a bit
- d) \_\_\_\_\_ Greatly

20. What percentage of the time do you think you act in each of the following roles (total 100%)?

- a) \_\_\_\_\_% Lecturer
- b) \_\_\_\_\_% Coach
- c) \_\_\_\_\_% Mediator
- d) \_\_\_\_\_% Facilitator

21. How many hours per week does an average student use a computer for assigned work:

- a) \_\_\_\_\_ In your classroom?
- b) \_\_\_\_\_ In a computer lab?

22. How many hours per week does an average student use the Internet for assigned work:

- a) \_\_\_\_\_ In your classroom?
- b) \_\_\_\_\_ In a computer lab?

13. How often do you use each of the following with your students?

Equipment	Never	Monthly	Weekly	Daily
a. Computer	_____	_____	_____	_____
b. Digital Camera	_____	_____	_____	_____
c. VHS Camcorder	_____	_____	_____	_____
d. TV/VCR	_____	_____	_____	_____
Software	Never	Monthly	Weekly	Daily
e. E-Mail	_____	_____	_____	_____
f. Presentation	_____	_____	_____	_____
g. Word Processor	_____	_____	_____	_____
h. Web Browser	_____	_____	_____	_____

14. Rate your comfort level with using an application alone and using it with students [on a scale of 1-4 where four is high].

	Low			High
Comfort Level with Application Alone	1	2	3	4
a. E-Mail	—	—	—	—
b. Presentation	—	—	—	—
c. Word Processor	—	—	—	—
d. Web Browser	—	—	—	—

	Low			High
Comfort Level Using Application with Students	1	2	3	4
e. E-Mail	—	—	—	—
f. Presentation	—	—	—	—
g. Word Processor	—	—	—	—
h. Web Browser	—	—	—	—

10. Please describe how you feel about student achievement being enhanced by instructional technologies.

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11. What have been your concerns and challenges in adding technology to your instructional program?

---

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17. Home computer: Please indicate the computer equipment you use at your home:

- a) \_\_\_ Yes \_\_\_ No Win 95/98 Computer
- b) \_\_\_ Yes \_\_\_ No Mac OS Computer
- c) \_\_\_ Yes \_\_\_ No 56k 90k Modem
- d) \_\_\_ Yes \_\_\_ No Cable modem/DSL connection
- e) \_\_\_ Yes \_\_\_ No Printer
- f) We have \_\_\_\_\_ computers at home
- g) When you work on TeacherLine, will you work primarily at:  
\_\_\_\_\_ home \_\_\_\_\_ school

## 1.b Post Evaluation Survey

### Teacher Post-Evaluation Survey

1. How is PBS TeacherLine providing effective strategies and resources to improve teaching and learning practices in your classroom? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. How do you feel that PBS TeacherLine professional development and materials will support your instructional program? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Has the PBS TeacherLine professional development helped you to clarify a plan and process to continue to develop your competency in either technology or mathematics?  
\_\_\_\_\_ Yes \_\_\_\_\_ No
4. Did you get the information you needed to begin your personal professional development using PBS TeacherLine?
  - a. \_\_\_\_\_ Yes \_\_\_\_\_ No
  - b. If no, what do you need? \_\_\_\_\_  
\_\_\_\_\_
5. On a scale of one to four where four is high, what is your level of comfort with beginning this professional development?

Low		High	
1	2	3	4
—	—	—	—

**2. Other Educators Pre and Post Evaluations**  
**2.a Pre Evaluation Survey**

1. What grade levels did you teach in the 2000-2001 school year? (Mark all that apply)

Pre-K  K  1  2  3  4  5  6  7  8  9  10  11  12

Other: Please specify your title, responsibilities, content area taught, and type of institution (such as district, college/university, etc.). \_\_\_\_\_

\_\_\_\_\_

2. Which teaching credentials do you hold?

a) Which teaching credentials/certifications do you hold?

\_\_\_\_\_

b) Are you working toward a degree?

Yes  No

If yes, which degree?

Bachelor's  Master's  Doctorate

c) What is the highest degree that you hold?

None  Bachelor's  Master's  Doctorate

3. At the end of the 2000-2001 school year, how many years will you have taught or worked in education? \_\_\_\_\_

4. How many students were enrolled in your classes or institution during the 2000-2001 school year? \_\_\_\_\_

5. Do you have computers in your classroom or institution's classrooms that have Internet access?

Yes  No

6. Describe your classroom media equipment (computers, access connection, TVs, cable, other) or the equipment in a typical classroom at your institution.

\_\_\_\_\_

\_\_\_\_\_

7. Professional Development:

Please check the activities in which you participated during the 2000-2001 school year

a)  Yes  No Other technology professional development (not TeacherLine)

b)  Yes  No College credit courses toward an advanced degree

c) Hours spent in all types of technology-related professional development? (Hours) \_\_\_\_\_

8. My experience with using technology to support instruction in my classroom or institution is: (check one)

a)  None

b)  Limited to the 2000-2001 NCTM Academy Nine-week Follow-up or NCTM Virtual Academy

- c) \_\_\_\_\_ Limited to the TeacherLine Professional Development in which I'm about to participate
- d) \_\_\_\_\_ Moderate: have used technology in my classroom for up to two years
- e) \_\_\_\_\_ Extensive: have integrated technology into my classroom for more than two years

9. How much has using instructional technology changed the way you teach your classes or conduct your work on a daily basis? (Check one)

- a) \_\_\_\_\_ Not at all
- b) \_\_\_\_\_ Somewhat
- c) \_\_\_\_\_ Quite a bit
- d) \_\_\_\_\_ Greatly

10. What percentage of the time do you think you act in each of the following roles (total 100%)?

- a) \_\_\_\_\_ % Lecturer
- b) \_\_\_\_\_ % Coach
- c) \_\_\_\_\_ % Mediator
- d) \_\_\_\_\_ % Facilitator

10. How many hours per week does an average student use a computer for assigned work:

- a) \_\_\_\_\_ In your classroom or institution's classrooms?
- b) \_\_\_\_\_ In a computer lab?

12. How many hours per week does an average student use the Internet for assigned work:

- a) \_\_\_\_\_ In your classroom or institution's classrooms?
- b) \_\_\_\_\_ In a computer lab?

13. How often do you use each of the following with your students or co-workers?

Equipment	Never	Monthly	Weekly	Daily
a. Computer	_____	_____	_____	_____
b. Digital Camera	_____	_____	_____	_____
c. VHS Camcorder	_____	_____	_____	_____
d. TV/VCR	_____	_____	_____	_____
Software	Never	Monthly	Weekly	Daily
e. E-Mail	_____	_____	_____	_____
f. Presentation	_____	_____	_____	_____
g. Word Processor	_____	_____	_____	_____
h. Web Browser	_____	_____	_____	_____

14. Rate your comfort level with using an application alone and using it with students or co-workers

[on a scale of 1-4 where four is high].

	Low			High
Comfort Level with Application Alone	1	2	3	4
a. E-Mail	—	—	—	—
b. Presentation	—	—	—	—
c. Word Processor	—	—	—	—
d. Web Browser	—	—	—	—

Low High

Comfort Level Using Application with Students	1	2	3	4
e. E-Mail	—	—	—	—
f. Presentation	—	—	—	—
g. Word Processor	—	—	—	—
h. Web Browser	—	—	—	—

15. Please describe how you feel about student achievement being enhanced by instructional technologies. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

16. What have been your concerns and challenges in adding technology to your instructional program? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

17. Home computer: Please indicate the computer equipment you use at your home:

- a) \_\_\_\_\_ Yes \_\_\_\_\_ No Win 95/98 Computer
- b) \_\_\_\_\_ Yes \_\_\_\_\_ No Mac OS Computer
- c) \_\_\_\_\_ Yes \_\_\_\_\_ No 56k Modem 90k Modem
- d) \_\_\_\_\_ Yes \_\_\_\_\_ No Cable modem/DSL connection
- e) \_\_\_\_\_ Yes \_\_\_\_\_ No Printer
- f) We have \_\_\_\_\_ computers at home
- g) When you work on TeacherLine, will you work primarily at:  
 \_\_\_\_\_ home \_\_\_\_\_ school

**Other Post-Evaluation Survey**  
**2.b Post Evaluation Survey**

1. How is PBS TeacherLine providing effective strategies and resources to improve teaching and learning practices in your classroom or institution? \_\_\_\_\_

\_\_\_\_\_

2. How do you feel that PBS TeacherLine professional development and materials will support your instructional program? \_\_\_\_\_

\_\_\_\_\_

3. Has the PBS TeacherLine professional development helped you to clarify a plan and process to continue to develop your competency in either technology or mathematics or guide others?

\_\_\_\_\_ Yes \_\_\_\_\_ No

4. Did you get the information you needed to begin your personal professional development or to guide others using PBS TeacherLine?

a. \_\_\_\_\_ Yes \_\_\_\_\_ No

b. If no, what do you need? \_\_\_\_\_

\_\_\_\_\_

5. On a scale of one to four where four is high, what is your level of comfort with beginning this professional development?

Low				High
1	2	3	4	
—	—	—	—	

6. Please describe what you would consider to be an effective implementation at your institution of PBS TeacherLine. \_\_\_\_\_

\_\_\_\_\_



# Online Module Facilitator

## 3. Post Evaluation after One Day Workshop 3.a TeacherLine Online Module Facilitator's Survey

1. Please describe your experience in facilitating online courses: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Has the facilitator training helped you to clarify your roles and responsibilities for online facilitation:  
\_\_\_\_\_ Yes \_\_\_\_\_ No

3. Did you get the information you need to facilitate TeacherLine modules online?  
a. \_\_\_\_\_ Yes \_\_\_\_\_ No  
b. If no, what do you need? \_\_\_\_\_  
\_\_\_\_\_

c. If there are questions you would like to have answered immediately, please post them here. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. What are your concerns about becoming an effective facilitator? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Which four words best express your feelings about the workshop? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Please evaluate your level of understanding of online facilitation components and your ability to implement them in online modules.

<b>Facilitation Competencies</b>	<b>Your level of understanding of this component?</b>	<b>Your ability to implement this in online modules?</b>
<b>Learning Online</b>		
a. Learning Online – changing mindsets	None Little Somewhat A lot 1 2 3 4	None Little Somewhat A lot 1 2 3 4
b. Be Learner Centric: knowing the learner, orientations, active engagement, evaluate authentically, provide integrated system of support	None Little Somewhat A lot 1 2 3 4	None Little Somewhat A lot 1 2 3 4
c. Success: “White space,” timing, rhythms, boundaries, containers, procedures	None Little Somewhat A lot 1 2 3 4	None Little Somewhat A lot 1 2 3 4
d. Seven Stages of Learning Groups: Orientation, team building, goal/role clarification, commitment, implementation, high performance, renewal	None Little Somewhat A lot 1 2 3 4	None Little Somewhat A lot 1 2 3 4
e. Choosing Media: E-Mail, discussion boards, chat, other	None Little Somewhat A lot 1 2 3 4	None Little Somewhat A lot 1 2 3 4
f. Facilitating Online Groups: objectives, building understanding, bring out the best in participants, dealing with problems	None Little Somewhat A lot 1 2 3 4	None Little Somewhat A lot 1 2 3 4
g. Making Online Learning Groups Work: Purposing the group, creating the ambiance, fresh material, housekeeping, feedback to writers, invitations to readers, welcoming new members, pacing, weaving, tracking	None Little Somewhat A lot 1 2 3 4	None Little Somewhat A lot 1 2 3 4
h. Designing Activities	None Little Somewhat A lot 1 2 3 4	None Little Somewhat A lot 1 2 3 4
i. Tracking & Assessment	None Little Somewhat A lot 1 2 3 4	None Little Somewhat A lot 1 2 3 4

**4. Pre Evaluation prior to Six Week Online Course**  
**4.a TeacherLine Online Module Facilitator's Six Week Seminar**  
**Pre-Evaluation Survey**

1. Rate your experience in taking online seminars or online courses
 

Low				High
1	2	3		4
-	-	-		-
  
2. Rate your expectations about learning from online seminars or online courses.
 

Low				High
1	2	3		4
-	-	-		-
  
3. How would you evaluate your current online facilitation skills?
 

	Poor	Marginal	Good	Excellent
1	2	3		4
-	-	-		-
  
4. What is your current level of comfort in being an online facilitator?
 

Low				High
1	2	3		4
-	-	-		-

**4.b TeacherLine Online Module Facilitator's Six Week Seminar  
Post-Evaluation Survey**

1. Did this training meet your expectations?

\_\_\_\_\_ Yes \_\_\_\_\_ No

Please explain: \_\_\_\_\_

2. Rate the usefulness of the topics for your development.

		Not Useful				Very Useful	
		1	2	3		4	
a. Welcome and Ice Breakers	—	—	—	—			
b. All about Online Discussions		—	—	—		—	
c. Online Coaching Strategies	—	—	—	—			
d. Organizing Online Groups		—	—	—		—	
e. Customizing Modules		—	—	—		—	
f. Assessing Online Work		—	—	—		—	

3. Rate the usefulness of the seminar components for your professional development.

		Not Useful			Very Useful	
		1	2		3	4
a. Online Readings and Resources		—	—		—	—
b. Weekly Activities and Assignments		—	—		—	—
c. Module Technology Lessons		—	—		—	—
d. Large Group Discussions		—	—		—	—
e. Small Group Discussions		—	—		—	—
f. Facilitator of the Week Practice		—	—		—	—
g. Feedback in Private Office Space		—	—		—	—
h. Instructor Feedback via Email		—	—		—	—
i. Self-paced Online learning & teaching tutorials		—	—		—	—

4. What additional topics would you like to see included in this seminar? \_\_\_\_\_

5. What is your current level of comfort in being an online facilitator?

Low			High	
1	2	3	4	
—	—	—	—	

6. How would you evaluate your current online facilitation skills?

Poor		Marginal		Good		Excellent	
1	2	3	4	5	6	7	8
—	—	—	—	—	—	—	—

7. Has your level of understanding of online learning improved as a result of this seminar?

\_\_\_\_\_ Yes \_\_\_\_\_ No

Please explain the changes you perceive. \_\_\_\_\_  
\_\_\_\_\_

8. Would you recommend this online facilitator seminar to a colleague?  
\_\_\_\_\_ Yes \_\_\_\_\_ No

9. Do you have any concerns or comments about the seminar or being an online  
facilitator? \_\_\_\_\_  
\_\_\_\_\_

# Modules for Learners Enrolled on Modules

## 5. Module Pre-Evaluation Survey

### Module Pre-Evaluation Survey

1. Please explain why you enrolled in this class.

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2. What are your learning expectations from this class?

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3. How do you think this class will help your teaching practice?

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4. What is your experience in taking classes online?

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5. The challenges that I face in integrating technology into my classroom include the following:

Please rank the following questions on a scale of one to four where four is high.

6. I know what to expect as a student in a facilitated online course.

Low			High
1	2	3	4
–	–	–	–

7. I am comfortable with the idea of learning in an online environment.

Low			High
1	2	3	4
–	–	–	–

8. I am comfortable with doing professional development activities outside the traditional classroom setting.

Low			High
1	2	3	4
–	–	–	–

9. I am comfortable working in a facilitated and less authoritarian learning environment.

- |  |  |     |   |   |      |
|--|--|-----|---|---|------|
|  |  | Low |   |   | High |
|  |  | 1   | 2 | 3 | 4    |
|  |  | –   | – | – | –    |
10. I have a good sense of my learning style and strengths.
- |  |  |     |   |   |      |
|--|--|-----|---|---|------|
|  |  | Low |   |   | High |
|  |  | 1   | 2 | 3 | 4    |
|  |  | –   | – | – | –    |
11. I am aware of the kinds of online learning activities that will complement my learning style and strengths.
- |  |  |     |   |   |      |
|--|--|-----|---|---|------|
|  |  | Low |   |   | High |
|  |  | 1   | 2 | 3 | 4    |
|  |  | –   | – | – | –    |
12. I know how to find academic resources using the Internet.
- |  |  |     |   |   |      |
|--|--|-----|---|---|------|
|  |  | Low |   |   | High |
|  |  | 1   | 2 | 3 | 4    |
|  |  | –   | – | – | –    |
13. I am excited about conducting my professional development using the Internet.
- |  |  |     |   |   |      |
|--|--|-----|---|---|------|
|  |  | Low |   |   | High |
|  |  | 1   | 2 | 3 | 4    |
|  |  | –   | – | – | –    |
- 14a. I am involved with collaborative instructional relationships with other educators in my local school or district.
- |  |  |     |   |   |      |
|--|--|-----|---|---|------|
|  |  | Low |   |   | High |
|  |  | 1   | 2 | 3 | 4    |
|  |  | –   | – | – | –    |
- 14b. These relationships go beyond daily team teaching and may include collaborations such as reading groups on professional books, interest groups, action research, or other professional educational associations.
- |  |  |     |   |   |      |
|--|--|-----|---|---|------|
|  |  | Low |   |   | High |
|  |  | 1   | 2 | 3 | 4    |
|  |  | –   | – | – | –    |
15. I feel comfortable working in technology situations such as loading software, working with telecommunications software, or solving technology problems.
- |  |  |     |   |   |      |
|--|--|-----|---|---|------|
|  |  | Low |   |   | High |
|  |  | 1   | 2 | 3 | 4    |
|  |  | –   | – | – | –    |
16. I have concerns about this class that include the following:
- 
- 
- 
8. Are there any questions that you would like to have answered immediately?
- 
- 
-





## Training for PBS Stations

### 6. Train the Trainer

Train the Trainer

1. Based on the TeacherLine component listed below, please indicate your level of understanding about the component and your ability to implement the component at your site.

TeacherLine Components	Your level of understanding of this component?	Your ability to implement this at your site?
a. TeacherLine Overall: the mission, mandate and functionality	None Little Somewhat A lot 1 2 3 4	None Little Somewhat A lot 1 2 3 4
b. How teachers will use TeacherLine	None Little Somewhat A lot 1 2 3 4	None Little Somewhat A lot 1 2 3 4
c. How to introduce TeacherLine and local education services	None Little Somewhat A lot 1 2 3 4	None Little Somewhat A lot 1 2 3 4
d. TeacherLine Home Page	None Little Somewhat A lot 1 2 3 4	None Little Somewhat A lot 1 2 3 4
e. Community Center monthly articles, live chat, resources, discussion boards, and resource links	None Little Somewhat A lot 1 2 3 4	None Little Somewhat A lot 1 2 3 4
f. My Portfolio: Calculator, Comfort Zone, and Targets	None Little Somewhat A lot 1 2 3 4	None Little Somewhat A lot 1 2 3 4
g. Certification areas and selection of modules for local use	None Little Somewhat A lot 1 2 3 4	None Little Somewhat A lot 1 2 3 4
h. Course modules, virtual tour/navigation of BlackBoard, course common components	None Little Somewhat A lot 1 2 3 4	None Little Somewhat A lot 1 2 3 4
i. Identifying facilitator(s) for courses to use locally	None Little Somewhat A lot 1 2 3 4	None Little Somewhat A lot 1 2 3 4
j. Select, promote, market and enroll teachers in modules	None Little Somewhat A lot 1 2 3 4	None Little Somewhat A lot 1 2 3 4
k. NCTM Standards and Equity Principles	None Little Somewhat A lot 1 2 3 4	None Little Somewhat A lot 1 2 3 4
l. Virtual Mathematics Academy: follow-up, online course access, action plans, Principles Calculator, Comfort Zones, TAPPED IN live math chats, bulletin boards, discussion boards,	None Little Somewhat A lot 1 2 3 4	None Little Somewhat A lot 1 2 3 4

electronic journal entries		
m. Helping teachers use interactive components: discussion boards, chats, and modules	None Little Somewhat A lot 1 2 3 4	None Little Somewhat A lot 1 2 3 4
n. Helping teachers use e-journaling for reflections and vignettes	None Little Somewhat A lot 1 2 3 4	None Little Somewhat A lot 1 2 3 4
o. Helping teachers apply for credits, CECs, CEUs	None Little Somewhat A lot 1 2 3 4	None Little Somewhat A lot 1 2 3 4
p. Connecting school and station websites	None Little Somewhat A lot 1 2 3 4	None Little Somewhat A lot 1 2 3 4
q. First year evaluation components, GPRA, and grant reporting	None Little Somewhat A lot 1 2 3 4	None Little Somewhat A lot 1 2 3 4

2. Has the two day training helped you to clarify your roles and responsibilities for your site professional development and follow up:

\_\_\_\_\_ No \_\_\_\_\_ Yes

3. Did you get all the information you need to conduct the professional development at your site?

a. \_\_\_\_\_ No \_\_\_\_\_ Yes

b. If no, what do you need? \_\_\_\_\_

\_\_\_\_\_

4. On a scale of one to four where four is high, what is your level of comfort with initiating the professional development at your site?

\_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4

## PBS TeacherLine Web Development Survey

1. How is the site team determining the content to put on your site? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2. What type of content has been or is being developed? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. Who is developing the web materials?  
 \_\_\_\_\_ a. Teachers \_\_\_\_\_ b. Consultants \_\_\_\_\_ c. Other \_\_\_\_\_

4. What quality criteria and process has been established to accept or reject materials?  
 \_\_\_\_\_  
 \_\_\_\_\_

5. Have you identified a need for PBS to provide materials, technical information, or other types of web support?  
 \_\_\_\_\_ No \_\_\_\_\_ Yes  
 If yes, please describe the support that is needed. \_\_\_\_\_  
 \_\_\_\_\_

6. To determine other support that may be needed, review the web site attribute and determine how much of the component has been developed and the need for outside support to complete the component in a timely manner.

Local Web Site Components	How much of this Web component has been developed?	Your need for outside support to complete this?
Web Site for Local Station and LEA	None Little Somewhat A lot 1 2 3 4	None Little Somewhat A lot 1 2 3 4
a. Overview: Describes collaborations and partnerships	None Little Somewhat A lot 1 2 3 4	None Little Somewhat A lot 1 2 3 4
b. Overview: Describes station, LEA and PBS websites, navigation to support teachers in mathematics and technology	None Little Somewhat A lot 1 2 3 4	None Little Somewhat A lot 1 2 3 4
c. TeacherLine Resources: References and overview of resources, local implementation: Virtual Mathematics Academy,	None Little Somewhat A lot 1 2 3 4	None Little Somewhat A lot 1 2 3 4

technology learning modules and local training opportunities		
d. Local Highlights: Local math & tech activities: special events, school activities, community projects, station/program offerings	None Little Somewhat A lot 1 2 3 4	None Little Somewhat A lot 1 2 3 4
e. Professional Development Opportunities: Station and LEA list offerings for teachers in math and technology such as workshops, online modules, seminars, lectures, and conferences	None Little Somewhat A lot 1 2 3 4	None Little Somewhat A lot 1 2 3 4
f. Exemplary Lesson Plans: Examples of quality instruction in math and technology	None Little Somewhat A lot 1 2 3 4	None Little Somewhat A lot 1 2 3 4
g. Math & Tech Resources: Internet links	None Little Somewhat A lot 1 2 3 4	None Little Somewhat A lot 1 2 3 4
h. Math & Tech Resources: For teacher, student, parent	None Little Somewhat A lot 1 2 3 4	None Little Somewhat A lot 1 2 3 4
i. LEA/NCTM Vignettes: About change in the classroom	None Little Somewhat A lot 1 2 3 4	None Little Somewhat A lot 1 2 3 4
j. Teacher Spotlight: Teacher's quality work with students	None Little Somewhat A lot 1 2 3 4	None Little Somewhat A lot 1 2 3 4

## Appendix C: Focus Interviews

**Priscilla Lundberg, Mandy Bachali, Kim Flock**  
**ASSET AZ**  
**July 18, 2001**

Moderator: I just got off the phone with our producers regarding the transition from Learning Stream from Video Stream to Virage and so we are going to be making those changes which you won't know because they will be behind the scenes. Those changes are taking place as we speak. What you will notice though is a faceplate for the streaming video in the modules and the faceplate for the virtual academy, which is coming soon, will have a new look to them. We had our meeting with Joe Wilkes yesterday with the Department of Ed, which went very well. Just a general reminder regarding reports we are looking forward to those. I would just like to say thank you to all the folks at ASSET and KECT for offering to us their insights through their first go around of working with facilitators and delivering these modules to teachers who are primarily concerned regarding professional development. I would like to couch this as an opportunity to listen to what they have to share with us and then to ask questions thinking about how this experiment or learning experience as they've gone through can help them on how each individual station moves forward. So, with that I will turn it over to Priscilla, Mandy, and Kim

Priscilla: Lynn is going to help us with this too. I want to welcome everyone online. Lynn, there are five different components that we will talk about. Is this part of this or what?

Lynn: Actually not. This is with PowerPoint.

Priscilla: Okay. Basically what we are going to start with is actually some of the project procedures, but I do want to couch this in the fact that in during the month of June we offered 20 modules and we signed up 367 participants in that. It is a statewide initiative. Really we did not do a whole lot of marketing. Most of the marketing came through our email addresses that we have sitting in our email boxes so it was all the connections that we normally have. With that we ended up with 367 so we were very pleased. We would like to just take this one at a time. The first thing we talked about was project procedures and maybe Mandy you could just come in here. Or Kim?

Mandy:

As Priscilla said we sat down and we tried to break down the presentation and we broke it down to five components: project procedures, module choices, facilitators, marketing, and customer support. When we started thinking about the project procedure component we realized that that broke down even further. So we are actually going to take a look at four different areas that apply to project procedures and those are: registration, communication, module completion and university credit. Registration was the first thing we had to do and as Priscilla said we basically market to people we already had the ability to contact because of other work that ASSET had done and with educators here in Arizona. We sent emails. Priscilla has been in education in Arizona for many years so she had numerous and multiple wonderful contacts and she contacted those people and presented with those folks and etc.

We ended up doing a hard form which was a form for people who wanted to take courses - actually hand wrote and filled out. Some of them put it into a word processor and sent it back and that worked Okay but what we discovered is that by using a hand registration or something that was written by hand was that we had to be ready for mistakes. Anywhere from not being able to read individuals handwriting to there were some individuals out there who are new to technology so they are not necessarily sure what there email address is or they can chose to leave information out of a handwritten form. So if they don't want to give you an email or phone number they don't have to. What we are going to do for our next round of module offerings, which is in October is that we are creating an online registration system. The reason that we are doing through that is because we want to be able to require certain fields to be filled in for them to register. You have issues where you want to contact your learners and if your registration database is the only thing you have and you have no phone numbers or emails it makes communication with those folks really hard. Particularly if they have never signed in for the course. So we are going to go into an online system for October so that we can make things like email, phone numbers, addresses, required.

Priscilla:

Zip codes.

Mandy:

Yes, we forgot zip codes on the first handwritten form that we turned out. So Priscilla went to the USPS Web Site and did them all

by hand. The hand forms, we had to take them and actually lay them into an electronic database so it was really labor intensive for our staff here. The online registration form will eliminate that. We found after our June offerings that we were getting all these project from folks that were completing the courses and nowhere had we gotten a formal release from them so we will do that with our online registration form.

Priscilla: The other piece that we had to deal with is actually besides TeacherLine sign-up and everything there had to be some type of sign up for university credit and it was kind of separated so we were the point of origin for the paperwork that dealt with our university credit piece. So we had people who wanted to sign up for NASU credit, they literally called and they literally asked for the forms and we literally sent them our tin snail mail. Then they sent them back to the university. The interesting thing the university has done is it doesn't matter which module. There are ten that we have offered for ASU credit and basically they are looking at that as TeacherLine module one and then august TeacherLine module two and October will be TeacherLine module three because we are limiting our participates to only one module per session. Anything else Mandy?

Mandy: I think that's it as far as information about the registration process from our end. I will just add that we took those forms via fax and hard mail. If people could actually lay it into Word and email it to us we took it in all different formats and for doing something where you register with a handwritten form like that it actually worked okay. Are there any questions about that? I am not hearing anything so either everyone is talking at once or not.

Participant: I have a question. If you go to the online registration form are you going to have a way to have the computer determine when you have a class filled? I think that that could be a problem at least with the hard ones you can count and say yes I have twenty or I have fifteen in that class.

Mandy: Actually that is a thought, but what we've got is that there are certain modules that people really want and we can share that with you when we get to that point in the discussion. There are certain ones that people really want and it's anything that deals with the Web and some of the basics. We can kind of tell by that and hopefully we will have that capability, but we are not positive on that.



Priscilla: That is something that our registration online is currently being built and that is something that we have asked for. The ability to have an automatic class full message go back to the user immediately so that they can just register for something else. We think that this is something that you would probably want in an online system.

Mandy: Thank you. Are there any other questions about registration?

Participant: Once question about the college credit. Do they send the fee then directly to the college?

Lynn: Yes they did. Then I just got a listing of who was in that class.

Participant: How many did you have in a class?

Lynn: That took is for ASU credit?

Participant: Yes

Lynn: 16.

Participant: Was that max?

Lynn: No. They could have taken as many as we wanted. What I am saying is that it's only with ASU credit. 367 could have taken it for ASU credit. It was just a matter of whether they wanted the credit or not. We in our modules we put a limit on it.

Mandy: We tried the hold module enrollment to 25 participants per module. If we had something bumping up toward 30 we took it. If we took is beyond 30 we typically split.

Lynn: We split it into two instances.

Participant: Did that number, 25 seem to be okay for the facilitator? With so many?

Lynn: It depends on the module.

Priscilla: Did I hear somebody say that you were limiting participants to one module per session right?

Lynn: Correct because it is open to all 45 thousand teachers across Arizona. So when we first started we were under the impression that seats were costing us and we were trying to put a handle on that kind of stuff so we just aimed at 500 for June and August. We are aiming for 1000 in October. So those are just kind of goals.

Mandy: We also wanted to give as much of an opportunity to as wide a spread of educators in Arizona as possible.

Lynn: We just figured we didn't want people to sign up for ten modules and then not ever go through any of them. What we tried to do is say just go through one and see how you like them. We will think about that process later on. Does that make sense?

Priscilla: Yes it does.

Mandy: Any other questions about registration?

Pat: This is Pat. I forget whether ASSET charged a fee or whether this was free and funded through a grant.

Mandy: It is free and it is funded through our school facility board. So it is really free. So we have the dollars to pay our navigators is basically what I am saying. Let's move on to communication.

Mandy: The next project procedure that we took a look at is communication and we actually broke that down. There are two types of communications we found ourselves engaged in most often. One is communicating with facilitators and one was communicating with learners. Now I'll start with some of the types of communications and the modes of communication we had with our facilitators and this above and beyond actually bringing them in for training. On a regular basis there was daily communication with our facilitators and I think that Priscilla said that we offered 20 modules in June so that means that we had 20 facilitators running courses in the month of June and daily one of us was communicating with any number of them about information that they needed to know, somebody has been added to their class, somebody had dropped from their class, there has been a change in reporting procedures or information about going on with TeacherLine. The video server issue was going on during our offering so we tried to keep them updated on that. Keys if they need them they would have learners that would say that they lost their key and so we would need to give them their keycode again. I'll just make a note about that. In June, Priscilla and I kind of thought that maybe we should not give our navigators the learner key just because we wanted to kind of protect that and protect the fees. That turned out to be a real labor intensive thing so this go around we are not only going to give them their instructor key, which of course they have to have, but we are going to give them their learner key so that they can give it out to their learners who lose those.

Priscilla: The other piece of this that I have got to tell you is that we probably spent at least between five to six hours a day answering our emails. It's intensive you guys.

Mandy: That is the combination between facilitator and learner via email but it was very time consuming.

Priscilla: We would get done right about lunchtime and it was like do we have time for lunch. So it is labor intensive.

Participant: What types of questions were they asking?

Priscilla: Everything from so and so is in a loop how do I get them out of it. So and so lost their key. How come the videos don't work? All of those types of things. All those issues.

Participant: Were they primarily technology problems then?

Priscilla: Actually in the beginning I would say yes, but as it went on throughout the month it became process as well as procedural type of questions. Where do I drop my ASU assignment? Those type of pieces.

Participant: That is still kind of a technology content. Any content questions?

Mandy: Content as far as questions about can I add this or can I change that. Our navigators are just an incredible group of people. Many of them had ideas and sought out other resources to enhance the courses. There is definitely a need for technical support to go along with this program at a local level.

Participant:: Did you have your technical support at ASSET or was it at the station or was it at a school?

Mandy: It was Priscilla and I. The two of us.

Participant: Priscilla when you are saying that this is labor intensive you are talking about yourself as opposed to questions going to the Navigators or questions that go to the Navigator that you eventually have to handle?

Priscilla: Yes. It usually ends up in Mandy's or my mailbox and sometimes it is both. It is just the two of us.

Participant: There is only one here so I am a little worried.

Lynn: Also, how many hours a day did your facilitators work? This is one thing that we have been asked if we are to write a job description and try to figure out how to pay these people then we have to figure out how much time investment there is.

Priscilla: Actually we have been doing a review of every module and every facilitator and we've asked that question throughout and basically it kind of boils down to double the time to triple the time of a normal participant. So, we're finding that participants are actually going in there and spending 20 to 25 hours and on some of the

modules the facilitator is in there double that and some of it is in there triple that. We understand that it is triple the time.

Lynn: If you have 25 people participating in module than the facilitator might spend 75 hours?

Mandy: It is not based on the participant. If it takes a learner 20 hours to complete the module than it takes the facilitator anywhere between 40 and 60 hours to facilitate that module.

Lynn: Okay I see. When you paid your facilitators, I am sorry if I am jumping the gun and if I am just tell me.

Mandy: Yes you are but it's okay.

Lynn: Well then go on because what we are trying to figure out things like what sorts of availability these people have to have and how much to pay them. We will get there.

Evaluator: A lot of the research shows that after about the second or third course that a brand new facilitator teaches that amount of time will be reduced drastically.

Lynn: I would have expected that if we get some experienced people with online course type stuff that we could cut that back.

Evaluator: Yes, to begin with you could, but still it takes a while and then if you also have students who have already taken a course online, it will also reduce because everybody learns how to interact online and nobody really wants to have to spend 25 hours per week online for a one credit hour course.

Pricilla: Isn't that compelling? Come on.

Lynn: Yes it's compelling, but still you have to be realistic here.

Mandy: I agree with that Carla. I think that our facilitators will only get more fluent in doing this but one thing that were also trying to keep in mind, well there are a couple of things, number one is our facilitators they'll become more familiar with blackboard, but we're hoping that they'll be a diverse group that could facilitate many courses. They'll be times when they are facilitating new courses, so that will add some more hours even though they are familiar with the environment and because of the fact that we are offering this across the state we are going to constantly have users who it's new to them so that adds time for the facilitator too because a lot of the handholding for those folks.

Lynn: Right, but we talked a lot about doing that orientation course before doing that first module. That might be a real solution for that

so that the teachers are not dealing with teaching an orientation and teaching how to work online and teaching content for the first course.

Priscilla:

I agree.

Lynn:

That's the real problem there so if we back it out to eventually to have an orientation course that's the real solution to that so that you can actually facilitate the course and not orient the people to the course.

Mandy:

Although this reminds me a lot Carla and the rest of you of the way Mathline was when it first started you had to spend a lot of time holding hands.

Evaluator:

You definitely do. There are no two ways about it and it's part of the implementation process. It happens every time. It's natural. It's nothing that we are going to get by. What we need to do is learn from everybody else's mistakes and incorporate them into what we are doing. Which is what is being done.

Lynn

This is Lynn. Carla you have been telling that in several other conversations that we have been having and we are looking at right now how we can go and really augment that leaning online module, the very first one, the free one that folks get. Or looking at that in a very soon time frame. Just to let you know that that is on the plate.

Evaluator:

I am really pleased to hear that. I think that everybody will really find that so useful.

Priscilla:

One of the other things that we did do with facilitators is basically have a navigator Web site on our site that actually any type of how to paperwork to help in their module is found on the navigator Web site. So we didn't have to answer all of those types of questions. They just had to go and download it. I hear music. I think somebody put us on hold.

Mandy:

Do we want to move on to types of learners. So learner communications we kind of touched on a little bit of it and that is how people get started, a lot of the technical trouble shooting, technical issues with the TeacherLine site or with just their own computers. Just a side note, just because there are minimum system requirements in the front of almost every single module learners don't always pay attention to that and I actually did some trouble shooting where I just had to tell the learner if you don't have the minimum system requirements then it will be very difficult for you to participate.

Priscilla: Mandy if you wouldn't mind backing up and then when the music stops we'll step in. One of the things we did do is we put together a TeacherLine participant letter that actually had different types of components in it like before beginning your module step one, step two, step three. Showing them there's self-guided tour. What to do if they want ASU credit. Getting to your module and technical support. So, we did send out a piece of paper which actually showed how to make a TeacherLine user account as well as telephone numbers on how to get information or whatever if they had problems. This is something we mailed to every participant.

Mandy: That is also how we distributed their keys was that hard mail. That was just an orientation letter.

Kim: Would you be willing to put that on the list serve? A copy of that?

Mandy: Sure.

Lynn: Were working on creating some sharing networks where you can share that in an essential area. Also, we will talk about it at the August 6<sup>th</sup> and 7<sup>th</sup> meeting. Since we don't have music right now, someone was putting us on hold and if it was you were putting us on jazz music, if you could not put us on hold we would appreciate it.

Mandy: If we move on to project procedures we come to module completion and we discovered as we came toward the end of June that we actually had to put some procedures in place so that as the modules closed we were getting the information we needed and were able to turn around completion certificates to folks who completed those modules. We have done some things for our facilitators to help with some of that and one this is that we had actually created a course log that all facilitators were required to utilize throughout the course and then turn in to us at the end of the course. They actually have to turn that in to us to trigger their payment so that helps make sure that we get it. It required anecdotal type of entries just like what they had been doing in their course two or three times per week. It was just an Excel document so one worksheet in that excel document was this anecdotal information. A second worksheet in that document was what we called an assessment rating sheet and this is where they would put their class list and then they would put just a yes or no as to whether the person had successfully completed all of the components of the module. It is that rating sheet that we based the

delivery of professional development certificates upon. The third worksheet was actually an invoice, because of the way that we disperse our money they actually had to invoice us so we gave that to them in their log as well. Once we received those logs and we got ready to distribute the certificate is when we discovered that gosh we wish we would have put somewhere in our registration data base a field to check off when a person had successfully completed a course or not. Then we could have printed certificates just from there. If you are designing databases to track registration you may want to consider that. Also, something to keep in mind, here in Arizona our teachers have some time constraints as to when they have to have those professional development certificates to turn in to either their district or state for salary increases or re-certification so we have tried to turn those certificates around within two to three weeks of the course actually closing. Any questions about closing modules or the procedures we put in place?

Lynn: In the log, did how much they were paid have anything to do with how many hours they spent or was that a fixed amount?

Mandy: It was a fixed amount based on how many participants were in the module at the beginning who signed up.

Lynn: What was the rate you paid?

Priscilla: We started at 5 to 10 and I believe it was 350 and for every 10 after that it was another \$50, but we also added because a lot of our folks were from a rural area we added \$20 just to cover their telephone bill and so everyone got an extra \$20 added to that figure.

Lynn: So they got somewhere in the neighborhood of \$500.

Mandy: It depended on the number of participants enrolled.

Lynn: I understand that, but I am just trying to get an average.

Priscilla: I would say \$450 to \$470 was the average.

Participant: Isn't that interesting that that was exactly what we were thinking about.

Priscilla: That's great, but make sure that they know that telephone costs are in there and things like that because we didn't and we had some issues. It took us a whole week to figure that out.

Pat Miller: I don't think that this will happen in Nevada.

Priscilla: Okay that's good. The next slide has to do with university credit and really all I want to say about that is that we had like three or five meetings with the university and the first three were just trying to

get through the process of the university itself. The last two were very quick and whatever. Basically what the professor of record and I did was we sat down with all the navigator resumes and said yes I would agree to this particular navigator and really what we wanted was anybody who had a master's degree actually being the facilitator for those modules. It went very well. It went quickly and our university was very eager to have everybody at least have a Master's. The second this is that we really needed some added rigor to some of them according to the university system and so we did put a university ASU West added assignment in every one of the modules that was taken for that and basically it talked about please take your project and put it to the standards of your state and then the second part was design a rubric that would assess that particular activity in your classroom either from a student standpoint or a usage standpoint. We have a lot of different place that they can look at different rubrics and things like that. We also directed them to where the standards were. We asked them to not only find standards in technology, but also throughout the entire content area. The assignments for the ASUS part of it were wonderful. They did a wonderful job. Other than that is there anything on university credit?

Participant: I would be curious to know how many people opted to take it for university credit where I assume they had to pay tuition.

Priscilla: It's really a base \$125 but then you know if this is your first time in then it's another \$15 and all that other stuff. There were 16 people that actually signed up for ASU credit out of 367.

Participant: Was is graduate credit?

Priscilla: Yes. It was one hour of graduate credit.

Participant: Did it count toward a degree?

Priscilla: Yes it does.

Participant: So you think that it was worth it for 16 people?

Priscilla: Oh yes absolutely. The other thing too is that this was such a tight turn around time that I'm sure that if more people actually learned about the ASU West credit part of it I know that it will only grow.

Participant: I think that you're right.

Priscilla: The next slide is basically on module choices or how did we come down to the choices that we chose. I just want to tell you what we did. We took the catalog and actually sent it out. We have a



state holder group which is 100 people out there that is anywhere from teachers to professors to actually venders. They are state holders from around the state and we emailed this list or this survey and said please identify the top 10 titles that would be meeting your needs because we had to deal with all sorts of superintendents from around the state and things like that. Out of 100 that we sent we got 68 back, which, to me, was marvelous. So we took the top 20 and that's what we did. We chose the top 20. That is how we chose our modules. Now, coming back to that, I will tell you right now that the teachers chose the number one choice from the teachers standpoint was the learning module one. Mandy, what was that?

Participant: Classroom computer as a learning station?

Priscilla: Right. Classroom computer as learning station. Then the second one was Webquest. The third one was Web development and an introduction. We had lots of what?

Participant: Using the computer for personal productivity?

Priscilla: Correct. Those were the once that teachers wanted. The other part of it though I'll tell you right now that we'll take a look at those because some of them were platform specific and we went ahead with them and it was not clearly said in either the title or the description that it was highly platform specific or highly software specific. We had some interesting conversations from that standpoint.

Participant: Would you please repeat those three module titles?

Priscilla: Well I'll tell you I don't know if I'd recommend them. I am trying to say that that was the ones that the teachers wanted. I'll tell you the learning station one was wonderful. It just went smoothly and everything else.

Mandy: The ones that we had based on our debriefing sessions with our Navigators and our learner experiences that we would actually recommend and that were also popular with teachers are classroom computer as a learning station, using the computer for personal productivity, count on it number sense for K-5, and evaluating software for classroom use.

Priscilla: Those were highly asked for and they did very well.

Kim: They were also very user friendly for people not dependent on a certain technological expertise level.

Lynn: What was the last on? Evaluating software?

Priscilla: For classroom use.

Lynn: Slide 12. Get slide 12 in the slide show. Who was the producer of the modules that you said that ended being platform specific? Were those just different?

Mandy: For the most part they kind of vary. Some of the San Diego State University ones seemed to be Mac. So if you are considering offering those I would just take a look at those to see if you need to make learners aware that they are platform specific before they enroll.

Priscilla: Actually if you go in the catalog and sort by producers you can see it by that way.

Mandy: If you go under station of partner I think that you can actually get into the module and look around too. Isn't that right?

Priscilla: Correct.

Lynn: Right, but is there an easy way to tell which ones are platform.

Priscilla: Yes, under the catalog. If you just go in and sort by producers it is just one of the radial buttons across the top.

Participant: Yes, I know that, but I mean whether they are platform specific or not.

Mandy: No, you'll have to look at the content file.

Priscilla: There's a couple we added on the databases that definitely is a Macintosh, they need Appleworks. It is just depending. Hyperstudio, you would think that in the title of it if you said Hyperstudio you'd probably need Hyperstudio, but there were some of our folks that said we'll gee I didn't realize I had to have that program. It's just a way of putting this a little more emphasized that you need "this" piece of software or "this" platform.

Participant: Can you tell me whether the Tom Snyder modules required people to buy software or have software?

Priscilla: Actually no. What we did is that there is a place where you can go in and you actually get a CD sampler and that's what they use throughout their courses. What we did is we got them first and asked for 100 of them and then sent them out to the participants that were in those two classes that needed that.

Mandy: You know the reason that we did that is because we only opened our classes up for four weeks and if as a learner when I went in and requested that CD it took me about two weeks to get it and the learner wouldn't even have it until they were about half way through the course. We just wanted to get them ahead of time so they could start with them. We actually mailed those to them with their keys.

Lynn: Did you have any comments from any teachers about the Tom Snyder modules? Were they ever worried that they were pushing their products too much or were they pretty unbiased?

Priscilla: There were a couple questions like that, but really they thought that it went fine. There were a couple comments, but not oh yeah it's only Tom Snyder. If you go into the modules there are other pieces also. It was fairly broad. That did not seem to be a problem.

Kim: Were there any others that were vendor specific like that?

Priscilla: I don't think so.

Mandy: The only thing that we noticed from vendor to vendor was some weren't as linear in their layout of the module and so that was a little bit of an adjustment for some participants. One thing that you may want to consider if you're looking at offering multiple modules is to consider the content carefully. The expertise of your facilitators so it's all a good match for your needs. You may consider just offering more instances as opposed to more titles. Particularly, as we said, we found that some modules were definitely more popular than others and two of those happened to be Tom Snyder modules. We just offered more instances of those and they were both full.

Priscilla: Any other questions on that? On modules themselves?

Lynn: Yes, Priscilla, of those four that you recommend. Are any of those four Tom Snyder?

Priscilla: Yes, actually classroom computer as a learning station is Tom Snyder and I believe using computer for personal productivity is also.

Mandy: Yes it is.

Priscilla: Should we go on to the facilitator components now?

Mandy: Sure. Do you want to go ahead Priscilla?

Priscilla: Sure. Basically what we did we looked at an application procedure. We sent out emails with the application. There were like six questions on the application and it really based on very simple things like what is your background, what do you do in your classroom in terms of technology, where are you in terms of professional development, what kinds of professional development pieces have you actually done concerning technology and then why would you want to be a Navigator?

Lynn: Can I ask you a favor? Can we take a two-minute pause so I can re-archive this? It just filled and our server just stopped.

Priscilla: Are you saying that we are verbose?

Lynn: Pause for just one moment please. Okay, we are back.

Priscilla: Okay we looked at it and we found what our natural cut off place? Where anyway we ended up with 41 Navigators and we just went through another group that we are going to have to deal with in August and we have 19 new ones. We also identified a day and a half of training. The first half being Lisa Kimble, the training for how to deal with online facilitation and then the second half of the day was for our blackboard and our actual local issues. We are extending that half of a day to one day so that they will have two full days of training starting in August. The other thing too is that up front they have to deal with that six-week online facilitator training before they facilitate a course. So, that needs to be written into their understanding and they need to understand that they need to do that. Do you have any questions on that?

Mandy: Priscilla I might just add that they are offered a stipend as well. For participating in that training.

Priscilla: Right, we paid them \$150 to come for those two days.

Kim: I'd like to add too that I don't know how many of you have had the opportunity to be in one of those six week online facilitator training courses, but they are excellent and we were really pleased with the kind of things that our facilitators walked away with. So that's way we'd really recommend having folks complete that before they facilitate.

Lynn: Were your facilitators able to go through that training before they started in June?

Priscilla: No. They were doing it in tandem.

Lynn: Oh, that's what I thought. Okay.

Priscilla: There were some concerns at that point because we did not make it clear up front and so there were some issues with that. I would say 3/4ths of our people made it through.

Lynn: Remember they were also asking would they get paid to go to the six week course and we said that we were paying for your tuition to go through the course.

Priscilla: Correct.

Lynn: So the national was paying for their tuition and that's how we framed that.

Mandy: You can really tell a difference within the modules as we evaluated them from June. The facilitators who had participated in

that six week training just went in and added a lot of dynamic pieces to their module that made more collaboration possible compared to those who had not done that yet.

Priscilla: Mandy do you want to talk about the notebooks?

Mandy: We actually made notebooks for all of our facilitators that we had for them at the training that they came to. Some of the types of things that we put in those notebooks is a page of course motoring policies. We kind of said what would we want facilitators doing and that included things like going in three or four times per week checking discussion boards. So it was kind of a guideline for what they should be doing as a facilitator. We kind of typed some of that stuff up so it's almost like a checklist. We had a document in there about what they needed to do to actually close their course and that tied back to the course log that we talked about earlier. How they needed to fill that out and submit it. We gave them all each other's contact information so they could communicate with one another if they wanted to or needed to. We pulled components of the blackboard manual, which is actually available through the control panel of courses, for them so they would have a hard copy reference for some of the pieces of that. We actually went through some of that in the training so they had some experience adding an announcement etc. Just a note, Priscilla mentioned that we are going to do two full days instead of one and a half days and part of the reason of that is that we want them to have more experience in that blackboard environment. We found that that was a need that our facilitators had. We also had put in there many how to documents. How to download Adobe. How to download flash, macromedia etc. Those are all now available on the TeacherLine Web site when you go to the area where there are frequently asked questions and troubleshooting, hints and tips. TeacherLine has now loaded all those on line, which is great.

Ruby: Can I ask a question? Are you talking about these as being additional things that are added to the facilitator guidebook that PBS gives each trainer?

Mandy: Yes.

Lynn: Actually we are creating a toolkit and so that every station will have a toolkit. You will both the elements for your learner's manual

and elements for the stations. We will have lots of items for you and many of the stations are contributing items to that.

Ruby: Let me ask you about that Lynn about the TeacherLine guidebook. Since it sounds like those are being changed we shouldn't order a lot of the packets and make them up from what we got last year. Is that right?

Lynn: Correct. If you hold off and do that we're just finishing the first draft and we going to pilot it over the next month and then by the time you'll be doing your trainings in October this should have already been tried out and tested one time. In late September or October you should have your version.

Ruby: Thank you.

Mandy: Most of the stuff that we added we had most of Lisa Kimbles training materials in there. We had the learners guide for the TeacherLine Web site in there. Most of the stuff we added was stuff that was more particular to the localization of TeacherLine in Arizona. In regards to adding things I don't want to scare you guys.

Ruby: What your saying is that you customized it and we would do the same in our area.

Mandy: Right and the documents we used to customize with Lynn I am not sure how you want us to share all those. We are definitely willing to do that. Whatever way makes sense.

Lynn: Could we wait two or three weeks? We just want to make sure we have a process that's one way to do it so we don't change mid stream. We think we have a way, but we want to test it first.

Mandy: Absolutely.

Lynn: We should have it by mid August at the latest, but we are hoping early August to have a good system up.

Mandy: Yes. Just let us know what you need.

Lynn: Thank you.

Mandy: Priscilla, do you want to move on to marketing? Did we lose Priscilla? Is Priscilla still there Lynn? Do you know?

Lynn: I don't. I see her online, but I don't hear her so I guess it's just you.

Mandy: I'll go ahead and move on.

Kim: I can also help you Mandy.

Mandy: Thanks Kim. The next program component was the marketing and Priscilla has touched on this a little bit. I think that she explained

well what the marketing looked like in the beginning. Where we are headed with the marketing now is really trying to take a broader stroke of the state. We have Kim who is located in Northern Arizona. Priscilla and I are both located in Phoenix, but we have pretty much divided up at this point the major districts throughout the state. That was our first line of attack. Trying to contact districts and provide them with information in whatever format will help get their teachers participating and benefiting from TeacherLine. There's lots of local conferences that happen in Arizona so we are looking at having a presence there. Not only a presence in the traditional booth style format, but doing presentations as well. We're currently building one and two hour workshops that are curriculum integration workshops. So, for example, it might be a workshop on Web quests and we'll talk with teachers about Web quests and using them in the classroom, but all of that will be couched in "you can do this by taking a TeacherLine course and learning how to do Web quest." That not only gives teachers a great something that they can walk away from the conference with, but it exposes them to TeacherLine and gets them interested in taking those courses as well. We also are going to offer those same workshops to districts so that if they have staff development days or beginning of the school year rally type things that they might want people to come in and do things for their teachers for we can offer them that as a service and also give them information about TeacherLine at the same time. We are doing press releases. We have written some press releases that can not only go to our statewide newspapers, but we have versions that can go to little local community papers. Lots of districts have an in district newsletter so we'll be submitting that information to them. We have some marketing collateral. Some of which came from PBS. The one page flyers, the nice color ones that had all the participating stations listed as well as we've created some that show the localization and customized it for our program in Arizona. Kim, what would you add to that?

Kim: I guess just how we are hitting all levels at the same time really. We started talking with superintendents of counties at the same time we're trying to make contacts at the school district level, library media specialists or technology folks. So, we're kind of taking a multi prong approach and the response has been fabulous.

Mandy: Any questions?

Lynn: I'd like to ask ASSET whether KAET promotion department did that with you, for you or were not involved at all?

Mandy: It's basically been ASSET. Other questions about marketing?

Kim: Did you want to mention the breakfast at ASSET concept too with inviting people in to try out the modules?

Mandy: Yes Kim why don't you talk about that.

Kim: We're going to try something next month where we have a couple different groups. One of them being a stakeholders group and one of them being a press group to come into ASSET to the computer lab and we will actually take them through a presentation and then let them get into a module as a learner and experience and experience that. We thought that would assist us in publicizing participation at an even greater level.

Lynn: That sounds wonderful.

Kim: We were just trying to make them short. About an hour long and call it Breakfast at ASSET were they could come in and just get enough to get them interested and help us publicize participation.

Lynn: What is your budget for this breakfast?

Mandy: You know we haven't even really developed one yet. We'd have maybe 20 to 25 people at each one.

Kim: Yes. Mostly a continental breakfast, just something courtesy because our emphasis is more on the computer.

Mandy: Right.

Lynn: Now are you holding them at your site or in the schools?

Kim: Well, the first few we are planning to hold in the Phoenix area and as we grow in the rural areas hopefully we'll have others that are localized if we are needing to contact and pull those groups in. So much of Arizona is rural that those folks in the outlying area are real excited about this teacher development being customized to them.

Mandy: The ones we are holding in Phoenix we do have the benefit of having a lab here at ASSET so we're actually holding it here at our head office.

Kim: Did you target teachers or administrators?

Mandy: We have two different audiences. One will be admin type folks from districts. The other will be actual press, education reporters and etc. Any other questions about marketing? If we want to go ahead and move on then to customer support as part of the next



program component. There are several different layers of customer support. We've touched on a lot of them throughout our conversations so I'm just going to highlight them. One of the main ones is technical support. As we shared with you it is basically us at ASSET who's been doing it up to this point, but because of the amount of time it has required we are looking at having a help desk that we are probably going to utilize. We have the benefit of our relationship with the university here so we'll probably utilize student workers for that. It has been a great benefit that I am a person more familiar with a PC environment and that Priscilla is more familiar with a Macintosh environment so that we can meet both the needs of all our users and that definitely as you think of technical support something you're going to want to consider. We've offered that support through email or telephone and we really feel like it's been critical to our success. There are many users that we've spoke with that were really kind of at wits end for whatever reason and it was just our ability to hand hold or provide them with that extra support that got them refocused and back on track. We really took a lot of that technical support on ourselves. We didn't want our Navigators to have to spend a lot of time doing technical troubleshooting. If you have Navigators who do more troubleshooting it might not be as time consuming as it was for us. We really told them to direct everybody our way when they had folks with those kinds of questions. There's facilitator support then you know we talked about that already. Just keeping a line of communication open with that group about what's going on. As Priscilla shared we actually created a Web site where we post documents that they need and use and then we communicate with them via email and phone. Our facilitator group some of the PBS folks are actually on the message group for our facilitator group and they will probably agree that our facilitator group gives me a hard time because I send them so much stuff. They think that I'm verbose.

Lynn: You're not verbose, you're fine. You have information to convey.

Mandy: So you have your technical support really for everyone, facilitators and learners. Then there is stuff specific for facilitators and specific for learners. One of the things that somebody mentioned is an orientation to this online learning environment. What we have done is that we have created overview sessions that we actual face to

face sessions held in labs throughout the state of Arizona. We had several here in Phoenix. We had one in Tucson to cover southern Arizona and one in Flagstaff to cover northern Arizona were if learners wanted to they could come and they had a four hour training were they actually created their TeacherLine account. They created a free e-mail account if they needed to. They went through how to download plug ins if they needed that additional support on how to do that. Those actually went really well. I think that we'll continue to do that as the program moves on in the state of Arizona because those folks who are real nervous about taking online learning think that if they can come to a session where they can see a real live person and ask questions seemed more willing to take that opportunity.

Participant: Good. I didn't know you had done that. I am really glad to hear it.

Priscilla: Some of those sessions even have occurred informally. They are part of the marketing process as well. Were we've presented to a group of teachers that are possibly interested in participating and then they leave that presentation registering for a module.

Mandy: Right. I tell you what else we've used as learner support is the TeacherLine Web site itself. I don't know if you all have had the opportunity to explore. There is a little link under your log in box that says log in problems and when you take it it takes you right to this wonderful area that has all these recourses for troubleshooting. We've really pointed when appropriate. You do have those users who want that live contact, but when appropriate we've really tried to point people there because it's a great resource. If they feel comfortable using it we really want them to do that. Again, that support was provided through email and phone. A lot of times we found that it was just talking with people about what learning online was all about. Sometimes we had to just council for lack of a better term. We had to tell them that this is what is all about and we'll work through this together.

Evaluator: How much counseling did you have to do with administrators.

Mandy: Kim, I want your feedback on this because you've met with a lot of administrators. I'm going to say for the most part our administrators have been very open.

Kim: They've been really excited I think to know that there is finally some professional development available that they don't need to search for and provide. Some administrators have just been completely shocked that we were here to provide something for their teachers that was excellent. It was anytime, anywhere available.

Evaluator: When you say administrators are you talking principals, superintendents, curriculum?

Priscilla: All those audiences. One of the things we did have to do is we had to go through the same procedure that we did with ASU. What I did was give them the instructor booklets or at least a full description of each class so that it could be then used in going across the scale in a teacher's salary. So that was really the only thing that they really wanted was to make sure that it had rigor and that it was a viable option.

Evaluator: So was that primarily the superintendent that you were going through for that or did you get down to the building principal level?

Priscilla: Actually it went all the way down from the superintendent to the building principal and sometimes it had to be through the personnel department because they are the ones that end up honoring those. Sometimes it had to be through just the superintendent to say just do it. There was a process and each district is different.

Kim: You have a lot of them there.

Priscilla: Also, there was also a difference in what type of demand district's wanted and how modules would be offered because some district asked for if it was possible for a group of teachers from their district or their school to take the module together. Or different districts wanted to only offer two of the modules to their teachers and have their teachers only focusing on just those specifically.

Evaluator: Yes and I would imagine that this will happen here as well.

Mandy: Any other questions about customer support? The last thing that we have is that we tried to brainstorm and put a list together of all the documents that we actually ended up creating throughout this process. It's just a list of the different things that we had to create in paper form or electronic form somehow and I'm sure that we've let something off, but it will give you a starting point if you want to use it.

Evaluator: It will all be in the toolkit right?

Mandy: That I don't know. Lynn?

Lynn: The facilitator documents will be in the toolkit and then the other documents will be in the sharing area. What we are trying to think up is that this year we really need to think through how we are going to create a model so that we can share between the stations and how we can make this efficient so that the information can really flow. We want everything to support each other so we don't all have to recreate the wheel. We just need to set down those channels. We have a couple possibilities, but we need to check it through.

Mandy: I am sure what they'll need to do is really look at our stuff and see what is appropriate for their use. Some of these things really are based on the customization of what we are doing in Arizona. I am sure that TeacherLine is going to want to look at all of this with a critical eye.

Lynn: The only things that I would want to add to those support documents is would be some of the things we've used for debriefing as the modules have finished. Mandy created a rubric or questionnaire that was emailed to the navigators and then we've used that. We've actually done phone conferences with each navigator of each module including future navigators for August modules for that. That's been extremely helpful in processing what did work, what didn't work, and what we need to do differently.

Mandy: I do want to say that Kim actually created a rubric were she went in and evaluated every module and the role the navigator played in that module so it actually gave us some good information about the navigators activity. That has been an incredible tool. She took a lot of time not only to develop it, but then to look into every module we had. Any other questions?

Gina: This is Gina from Madison Wisconsin and we are in a unique position in that we are still offering Mathline and TeacherLine will compete with Mathline. So instead at the two grade band levels at the primary grade and the high school grades we are going to offer TeacherLine instead of Mathline. So therefore we are looking for some more math content. Can you advise on that?

Lynn: I think Mandy that we have had a conversation on that about a week or two ago. In my notes on that you were telling me that for elementary the Count On It Number Sense and then at the high school level right now for the fall there are two that are good possibilities in terms of slide shows. One is Presenting and Creating

With Technology and Designing a Webquest so we are just having our module review team take another close look at those modules so that can get them ready for you.

Gina: Okay thank you.

Priscilla: We also used Math in Everyday Life for grades K-8. That was a pretty good module.

Mandy: Other questions?

Lynn: This has been very thorough thank you very much.

Mandy: I would like to add and I am sure that I can speak for you Priscilla and Kim. I just want to say that number one it has been a learning experience. It's a new program and it is in its pilot phase, but on the whole it has been incredible. The response that we are getting from our navigators. They are so excited about the opportunity and what is there. The response we are getting from learners is very exciting to be a part of something like this. It always takes work to get these things off the ground, but it's just on the whole been a wonderful experience for everyone whom we've had involved.

Lynn: Actually there has not been one Navigator that has said that they don't want to navigate again. No person has blinked at the cost or the pay or anything.

Kim: The credibility of the PBS name behind it has made a difference I think as well.

Pat: One thing to consider is the ASSET module I think, because I have a little knowledge about it. The infrastructure of ASSET in Arizona is unique. It is wonderful and it can be replicated in a station, but now having been at two stations since I have been as ASSET I recognize that it would probably need to be approached somewhat differently.

Lynn: We lost Pat. Does anyone else have a question in the meantime? When she gets back on we will see if we can get her recommendation.

Karen: I have a question on paying the facilitator. Now ASSET pays it through their own grants and their money, but do you have any suggestions on when we have to come up with our own money to pay the facilitator because you had no cost at all right?

Mandy: Right. ASSET did not charge their teachers to take courses. Is that what you mean?

Karen: Right. So what I am wondering then is how to pay facilitators when we don't have grant money or money to do that? Do we raise it by charging teachers for the courses?

Mandy: I will tell you that we did have feedback from lots of different teacher that said that they would have paid for these courses so I don't think that it would be completely out of the question.

Karen: We had also wondered whether there had been an attrition rate due to the fact that it had been free to Arizona teachers and how to handle that.

Mandy: Right. Actually if take all of our users and you do not count folks who registered but who never showed up to a module we have a completion rate of approximately 50 to 60 percent. Closer to 60 percent of all our learners complete it, but we were wondering if we were having that attrition because of the fact that there was no personal investment of money. It may have made it easy for folks is something had to be cut out of the schedule it was something that was free.

Karen: Did it make a difference with those who took it for college credit?

Lynn: Absolutely.

Karen: How much was the college credit?

Priscilla: \$125.

Karen: Was that per one credit?

Priscilla: Correct.

Karen: How many credits were the modules?

Priscilla: Just one.

Karen: If there were so many who didn't take the college credit. Were they just taking re-certification credit?

Priscilla: Correct. A lot of them were able to use it to go across the salary schedule.

Karen: That depends on your state or your district.

Participant: Was that \$125 the regular rate for ASU?

Priscilla: Yes for in state tuition.

Participant: Is it undergraduate or graduate?

Priscilla: It is graduate.

Participant: Oh my gosh, because here it would be something like \$400 per credit.

Priscilla: Yes I know. Here we have wonderful universities.

Participant: I would just like to thank the people at ASSET for all the information that they have given to the rest of us out there that are going to face what they've gone through already and just how unselfish and sharing you've been. I truly appreciate it.

Priscilla: Anytime you want to call go ahead.

Male: Okay thanks guys.

Lynn: Is Pat there? She was there and she was going to give a recommendation. We'll see if we can get that via email in terms of the different module. Are there any other questions? Thank you. We'll have this archived and thank you very much.

**PBS TeacherLine Planning Meeting  
Ginny Goldstein, Vice President PBS  
Cari Ladd, Mathline  
Shirley Davis, TeacherLine  
Stephen Knobloch, TeacherLine  
Ruth Ann Burns, TeacherLine  
November 29, 2000**

- Evaluator: Yesterday I met with Joe Wilkes at the USDOE. He was interested in learning about the Teachers Certificate Program becoming part of TeacherLine
- Ginny: The other thing that is going on that I'm sure you see throughout the program are the officers are a lot more confident and they are responsible and so the more complex project and the more difficult it is they just put together.
- Evaluator: They're seeing a larger picture.
- Ginny: So, once again the details of it. There are always some questions about the Tech\*Knowledge kinds of things being developed as far as TeacherLine.
- Evaluator: Those are the kinds of things that we were talking about, because as a teacher development project...
- Ruth Ann: The bottom line is are they learning more. Are you changing behavior by the teacher in the classroom? Does that behavior impact on learning? Those are the questions I get asked in Professional Development. They don't really care about professional development per se. Are students going to learn more, retain more and score higher?
- Stephan: I think that's the same approach that teachers come to professional development with. What can I bring back to my classroom? So, within this grant, questioning what are teachers learning as a result of this. Then from what they learned, what are they actually using?
- Ruth Ann: I think we can do protocols on how teacher behavior has changed as a result of TeacherLine. Then once you measure that if there are new strategies and methodologies that they use, it is the pre and the post for the student. What did the student score before these strategies were applied and what did they score afterwards?



We did a very expensive evaluation for NTTI that was like this. It was only measuring the use of video. The protocols were designed by Columbia. What they found, and it's interesting because it's so hard to measure. They control for every variable.

It was six classrooms and three teachers. One set of classrooms was the control group and the other set of classrooms was all interventions. Everything was held constant. The California Test Scores, socio economics anything else the teacher was doing was as much as you could do to hold out.

What they found was that they did score higher on tests that was like the quantitative measure. The qualitative measure was that they used more descriptive adjectives, this was in Science, in describing scientific philosophies, they raised their hands more, they seem more confident and they were eager to work in small group activities.

I would think of the Internet if you were introducing technology, you are really expanding the learning that you are reaching, not just reaching a traditional learner. So, you would expect those same kids of outcomes.

Evaluator: That's normally what we see now, while we rate them as a teacher.

Ruth Ann: I would think that this would be research in this area and that you would have to do it with a control group like that. If we could do research like that, it would get published all over, because we got published all over.

Evaluator: Lets consider longitudinal studies.

Ruth Ann:: It was really the quantitative and qualitative outcomes that made a difference.

Evaluator: We've done a lot of that with students. We asked the teachers how the students had changed, the behavior, the attendance at school.

Ruth Ann:: That was the other thing, they didn't take off school, the little students it doesn't matter, but once you got into middle school and high school, the attendance record improved. They felt more positive toward the teacher. They thought their teacher was more interesting. That part we did not do a whole lot with, I'm sure it's because their interest in class was high. It wasn't just the teacher talking to them, they were doing stuff and more active learners.

Evaluator: Students perceive the teachers are teaching to their learning style. They don't actually use that term, but that's what happens. Your favorite teacher is always the one who teaches to your learning style. If you've got the whole group and you teach to all their learning styles, the whole group responds to you.

Shirley: There are two ways the teachers would be participating in this and maybe it's worth commenting on that because there is a difference. One would be through workshops that we conducted by the district or by a college, where there is actually a faculty member who is in charge of overseeing the work of those teachers.

The other one that is not fully implemented yet, I guess it will be by summer. An individual teacher can come online, where there are tutors to help that person, so they don't have to be a part of an established group. So there is a big variable to consider with these two strategies that we have for certain teachers.

Evaluator: With both of them, teachers would be working toward a certificate?

Ruth Ann: Not the single teacher. That teacher might just want to take one module.

Stephan: One of the caveats in all of this is that the certificate program and the models for it have yet to be defined. We have resources and content in modules, but we need state department of education, school districts or even colleges to use those and put them together in certificate programs that is endorsed or seen as having value through the uses of the state department or the school district.

PBS is not going to be driving the certificate. TeacherLine has NCTM as partners in TeacherLine, who will review the content and verify the quality and potentially give an endorsement to those modules that they see having worthwhile content that meets their set of standards.

Evaluator: What about WICHE? The reason I ask is, because they are the accreditation group. They have a draft of accreditation rules and regulations that will apply for distance education courses. So conceivably the courses that you are all developing would fall under that.

These regulations are much more strict, harder nosed and use different things for face to face classes. So while they're accrediting a regular university or any other group that is providing things online, at

a distance or a distributor or whatever you want to call it, now it is going to be harder.

That would be an accreditation of the program, not so much a certificate for the teacher, but it can also be your lead into all the universities.

Stephan: The other link to all of this, as far as the certificated program and credits is, that two organizations now have approached us this past fall as decimators of the certificate program for teachers. For those who take these modules and then go to the university and receive credits for those or Western Governors University is interested.

Western Governors University just did their press release and received their accreditation. Yesterday I received an e-mail saying it was announced.

Ruth Ann: Are they totally online?

Ginny: They are aggregating courses from other institutions.

Ruth Ann: They call themselves a university? Western Governors University and they are now accredited.

Shirley: Their enrollment is falling far from their expectations. Do you think that will change now with this accreditation? It couldn't hurt, but they still have a long way to go till the people enroll.

Evaluator: Marketing is going to be a big issue.

Stephan: Is it worth pursuing organizations that have come to us or to go to University of Phoenix or some other entity to help in setting up the certificate program nationally? Or do we go for strategy that is set to go to individual states and to encourage these to design their own for their interest.

One of the strengths of this is the flexibility, that we provide the content you build your course. We can do the course, we do the technology, we do the calculations, we provide our light in that designed this certificate program for millions of teachers that have different standards, angles and obligations across the country is a struggle.

Stephan: I don't know if Joe brought it up yesterday one of the questions. How are you going to ensure the quality of the facilitators?

Ruth Ann: They kind of said that at the beginning. I put a red star next to that in my notes.

Stephan: I said that is in the mandates of the State Department of Education credit colleges and universities courses. We certainly will

be providing resources for teachers on what it is to instruct online to create teachers. An introduction to teaching online module for that to take freely and a module on what it's like to learn online and all the instructors' guides on how to implement these.

We're working with a complex consortium and are now creating an online course and putting that structure together. Potentially marrying that up, that's why the teaching of the Blackboard module that you develop would be on top for the introduction, because it would be then addressing some of those issues.

Evaluator: We're also learning how to learn and how to teach online.

Stephan: It's a partnership for dba and ...

Group: It's not part of the same grant, no, but we're going to approach them and see if we can collaborate. They got a tenth of what they asked for, right, but I was wondering if the same money that's going into the TeacherLine is the other piece of that went to Concord Consortium because in their grant they're doing the video revamp, case studies which they can back use in front of their courts when they sent those case studies to build out on that.

Participant: To get back to your question, I think the more you do the better. This Western Governors University can't put all your eggs in that basket, Indiana's one outlet. People on the east coast aren't going to know and want to take credit unless it's transferable. The more you can make it adaptable from an individual college and a stronger local station connection with that. I would think you go back every single past year and see if it works.

Stephan: I see it playing out where somebody would come into TeacherLine and they would see a list of all license. See whether a stationary university and then they go to their teacher on Website and this is where you take your graduate credit to register here and come back to our site and take the course. The University said whoever is facilitating it can see that it's the instructor of record to verify whether the teachers have completed the work and not grade them.

Female 2: Then if they're already customized or that they customized videos online, then you would have the zip codes like we connect so that when they go to that they only get the ones that match.

Stephan: What will end up happening I suspect is, it will be a particular thing for the program they're going to go for a name and cost.

Evaluator: Would the cost be the same across the board?

Group: Acknowledgement for a graduate credit, no fees, and no out of state that's why I work in a county college system.

Stephan: It's 327.00 for one credit, which is amazing. That's still to be finalized, but that's what they proposed. The other piece of that proposal is that 30 percent of that money would come back to the guest.

Participant: You know it's so accessible then, the money is of value. So if you have a very cost efficient provider, then you have the prestigious providers and all the state schools and education adapting it to their standards. That would be the best of all worlds.

Stephan: If we could get a university or a couple of universities to say, we will provide graduate credit for all of these modules and then your state picks up these ten modules you need to take for the certificate program, it doesn't matter.

Evaluator: I think that they would and they'll adopt that.

Stephan: I think so to.

Evaluator: So their teacher would be the teacher of record essentially if you take a course in Indiana, they're going to provide an instructor? PBS would?

Stephan: So it could be a member station, it could be somebody's here. Basically it's just verifying that the work had been completed.

Participant: It's not grading the work, not even checking the quality of it at all.

Participant: Pass, fail, well then there is some checklist.

Stephan: More of a checklist. That's what Fred and I said, you don't want to get into the grading issue, you're not prepared for it. The university is not prepared to do that for all these modules and all the students.

Participant: Are they doing it basically for America Online?

Stephan: I think so.

Shirley: I think they also have a very aggressive education department right now. I'm seeing Indiana University everywhere. I was reading an article on Louisiana University, the American Journal of Distance Learning, they must have a dean right now that's saying "gung ho. Get out there and make the world realize what I use." They have a good reputation. They have had for a long time a very good reputation in instructional technology especially. I think they're really playing on that now and making it much bigger.

Evaluator: Any interest from California universities?

Stephan: We haven't approached them yet. Who do we need to approach? Pepperdine, UCLA Do we go to a smaller institution, do we go for the names or do we go for the partners. Do we go to Indiana University or San Diego State? There are so many paths you could go and that are out posted on the advisory board. How do we begin? Where do I go?

Evaluator: Pepperdine has an extensive doctoral program.

Shirley: That's what I was going to say, Pepperdine, because of all the other things they are doing.

Evaluator: A certificate program would be different than a degree program. The degree programs are requiring residency at least once a month.

Stephan: I was just looking at UBA's program, I'm a student there and they just came out with their spring catalogue. There must be seven certificate programs there. The certificate programs I was looking at are anywhere from six courses to ten courses. So, that's eighteen graduate credits up to 30 graduate credits, which is almost enough for a Master's Degree.

There are different areas, for example, one that was 30 was a certificate in informational technologies and systems analysis. The smaller ones were for project management.

Participant: I wonder what the value of a certificate is like that is, because it's not a degree. Normally when you see records and you see certificates, you think of a smaller module of time, six weeks, a weekend class or whatever, you don't think it carries credits, that is a lot of hours.

Evaluator: Particularly if you are doing it for just pass or fail.

Stephan: What we've designed in our program is that a certificate is a total of 400 units instead of hours. Units are based on completion of work tied to competency is married up with the instant standards at this point.

Each module is allotted so many units. Typically they arrange from 50 to 20 units per module. For instance there are 20 modules times 20 that is 400 units, that's a certificate, which is 20 graduate hours a little less than seven classes.

I did that based on certificate programs I looked at and what are the average numbers of graduate courses you have to take in

credits in order to earn a certificate at the university. That's where it is sitting right now.

Whether or not that is the way a state would go or another university, they make it bigger or smaller, depending on which modules they take and how much work the facilitator adds on to that, if they didn't have such a small demand.

Evaluator: If you went to a couple of them to begin with. Western Governors whose already come to you and you went out to some of the ones you're interested in, Columbia, UCLA, George Washington University. It's probably not something that they're doing and you could agree to partner with them to begin with, Not every one of them has a school of education but there are plenty.

Shirley: Or the Advisory Board with Tech\*Knowledge.

Stephan: I know when I did television workshops there, I had to have them approved by Cal State.

Evaluator: UC Berkley would also be interested. Wanting to tie in to the technology based programs.

Stephan: Stanford actually is interested in perpetual modules around mathematics.

Evaluator: I agree, Stanford has always done so much. The other person out there who has done so much of the technology is Andy DiPalolo.

Shirley: He's done a tremendous amount. He's been involved in business there for years.

Participant: You're looking at a wealth of experience.

Ginny: Did you get the Monterey Bay, U C Monterey, John Ittleson was on our advisory board.

Participant: You're going to be on a conference call station on December 15. I think there is one on the 8<sup>th</sup>. The stations are concerned about the evaluation, what's expected of them and they're not used to being held accountable for learning outcomes or teacher behavior for evaluations.

Evaluator: This is part of the discussion yesterday for Joe and staff from the program evaluation services. IWe need to go through a transition with the stations, so that they understand what the new expectations. This is going to be a gradual process. It will tie in largely with the delivery of the certificate program.

That was one of the discussions that I had with Joe yesterday. What are your expectations? How accountable will you hold the project for learning by teachers, as well as, students? One of the things that came up, was for the certificate programs would be pre and post testing for teachers. That way we could show learning, growth and impact and that would be something that would not hit on the stations at that level.

Ruth Ann:

I think that it's important to measure what the stations are doing. They're at this five year project and they should be building capacity now comes over time. I think the two things that are required of them is one: onsite training and the second: the creation of the local Website. There should be a protocol. I think the easier that you make it, if we develop protocols for them and give them to them so they can do a pre and post with their onsite training. They could do some online evaluation for their Website at the end of a certain period that is quantifiable and measurable.

The stations have a considerable amount of money over time and then it gets even more complicated, because you have the ten stations, you don't have the LEA partners and the six stations who do have the LEA partners. For the six that do, you can hold them to a higher level of accountability, because LEA's have \$50,000, the station has \$25,000 and there is supposed to be that really close connection.

The other ten they're supposed to be working with LEA's but in a broader sense, yet there's less of a direct connect there with the LEA, but we still can measure something on the Website. We should be developing for that onsite training.

We should probably look at some of the protocols for NCTM for their own sites. Do they do pre and post or what do they do with it? Nothing?

For NTTI I had five different protocols, when we started the project to measure it. That database we've measured for ten years. The findings are the findings and they hold across time, geography, socioeconomic and all. It was a pre, a post and a post post. A post post was anywhere from three to four months out to measure change. There were in the beginning also direct classroom observation and focus groups. So there was quantitative and qualitative. You don't have to go that far.



Evaluator: You do quantitative and qualitative on everything. I think it's a better picture.

Ruth Ann: Yes, I do too because you pick up so much that you don't get in a quantitative. Also for reports you always get these fabulous stories, how you changed someone's life. So you can box them.

Evaluator: You have to. You can't measure it. Congress may not understand what the measurement is, but if you're able to say that this did change and because of that these things happened.

Ruth Ann: Yes, you have to shed some light behind the numbers. The stations are going to be asking how they will be evaluated and held accountable.

Stephan: What needs to be reported when we report the students December 31?

Ruth Ann: I have answers to that. I'm just going to tell them. Here's what you have to do. Then you have to constantly encourage them to do it.

Evaluator: What is your expectation that they're going to have the Websites together?

Ruth Ann: They have to have them operational by March-April. Some of them will have to before that. Their training event will be anywhere from January through April. They actually have until the end of May. We're urging them not to do anything in May, because it's not a good time to hold training.

Stephan: I suspect for training that what they do will be around modules that are available to them now. It may use some of the online discussion follow up, that precede it. There's not enough there for them to do any training this year.

Ruth Ann: The high school is supposed to be out by the end of January, so they may be able to use that. The elementary one is not going to be up until the end of March. So it is unlikely that they'd use that. The middle school isn't going to be up until the end of May. Really this is the building year for that.

Stephan: They cannot tell you about the technology modules. I suspect they will do a face-to-face training and walking something through. The walking group, this through self assessment tools, the portfolio, and all the resources that are there and then walk them through a module.

Ruth Ann: What we're going to do is give them model workshops. Models of training, because we're not going to leave it to them, it's too new and they're too overwhelmed and we don't know what we're going to get. We are going to give them as many models of what they can do. They cannot do it and create their own model and play with or adapt it. At least they will have something, so that there is some consistency.

Stephan: It seems that one of the things we should do for all of the sixteen members should at a bare minimum have license to all the modules that we currently have.

Ruth Ann: That's a lot for them to take. We've said that it's a minimum of one day and it's a minimum of 30 teachers. They can structure that day as an add on to an NTTI, if they're an NTTI site a lot of them I do in like 200 teachers or 150 at a time. They can also break up that day into two half-day sessions, if they want to do Saturday's or whatever. We are discouraging after school.

Stephan: If we put a deadline to all the modules all will be available to them but some of them they can't. Some of them are still being tweaked by users. We can certainly give them the instructor's guides.

Ruth Ann: They should look at them now and they should get models of them now.

Stephan: What we need from the stations though is a contact person as the instructor of record. They are not going to be the facilitator.

Ruth Ann: The evaluation will be the agenda for the next station audio conference call. We need to get you the 800 number so you can call in on the 15<sup>th</sup>. If you could start that call with an overview of what is being looked for. Start with the broad plan, then go into your thoughts on evaluating overall, the specifics of how you see doing the evaluation for the sixteen stations and then questions and answers. We do have specific performance indicators that have to bid on this. Have they identified those?

Evaluator: You only have one. It is the benchmark from Mathline and it says that you will have more teachers each year participating in professional development.

Ruth Ann: That's not the one for TeacherLine.

Evaluator: Yes – that's what the USDOE decided yesterday. It's the same one that we had for Mathline.

Ruth Ann: So how do you do that in year one?

Evaluator: In year one all that you do is set that you have zero teachers and move up to a number. How many teachers did you have that have gone through the modules? You've got a number of things, people who that would be trained for the certificate programs. We would quantify at the end of the period.

Ruth Ann: The first year sets the baseline. You have the teachers that go through the academy, the NTTI institutes and the stations.

Ginny: Literally what it leaves you with is you really don't have performance indicator for year one, except to get some teachers. to provide a base from which you can build to more and more teachers.

Shirley: It's just to show an upward trend in terms of numbers, but you have to establish your baseline in year one.

Ginny: So it should be that you should have five teachers, so that subsequently you have a high percent increase.

Evaluator: It is in writing, its legislated and the USDOE Program Evaluation Service had it with them. Joe totally agreed with it and said it would not be changed.

Ginny: The reason I was asking the specific question, is that, unlike the previous year, it could only for every project maybe be three performance indicators.

Evaluator: The difference, say between Star Schools and this one is, at Star Schools you would increase teachers, as well as student participation. The second one was you had to show improvement, that is the difficult one. With this one we don't have the requirement to show it, but his intent is to make us show it over the five years. It's not a stated measure, as it exists now but through reauthorization, it might become stated.

Ginny: You do want to provide that information in terms of meeting the requirements of the grant. What is reported in is usually the performance indicator? You can provide whatever back up, but what they really care about is the performance indicator in terms of the people who are going to be evaluated.

Evaluator: The Department understands that projects have to show performance and apply that pressure to do so. What I have to do is make sure we're providing enough small pieces of indicator information.

Ginny: I think that's going to be critical because I think the reauthorization this year is a very real one. There's a big difference

between what the department will ask for in terms of research and justification.

Evaluator: Evaluation has been in a process of escalating. I've been working on Star Schools project since 1988. What we've done during the last two and a half years has been double and triple over what we did before.

Evaluator: The people from Program Evaluation Services did not have a whole lot of information that they wanted to share. I was looking for trends and what do you really want to know, that type of thing. Outside the fact that they are very interested in how does Professional Development move down to student improvement; therefore you would get more money ongoing for teacher training, teacher professional development. That's what they really want to know, because they're seeing they need to fund more of those things.

Ginny: Did they go into discussion of the grant information report? I meant in terms of the evaluation, the increased visibility that that report did in terms, particularly from that and it's recommendations regarding teacher training and professional development.

Evaluator: No. They asked how Mathline and TeacherLine worked together. They clarified that the legislation that covered Mathline will cover TeacherLine. There was a lot of talk about the Concord Consortium. They hope that you would work with Concord Consortium group which also received funding from the same money.

Stephan: We can bring them into the fold. I think it may be a wonderful project.

Evaluator: One of the things we talked about was the idea that this project would move very quickly, better than doing long term interpretation. Looking at how to change the way things are done that way so that you're not running into so much interference.

What I found on Mathline has been that it's been a long term project and because of that it didn't take off fast. It took off on a slow incline and it just kept going. Now most people perceive, except for Reno, that it's not there.

Ginny: Mathline changed during those five years.

Evaluator: That showed up in a lot of the evaluations.

Ginny: It changed its nature based on the technology, based on feedback and based on a lot of things. It wasn't that we looked at

the same project; in fact, it changed dramatically during that period. In the beginning it was sustaining high-level for teachers for professional development

Evaluator: What we see on every project are the daily challenges. What the evaluation tries to show is the overall project and how it is adopted. So, that very fast adoption and implementation of the program is what will make the difference, because it doesn't let the daily challenges get in the way. The commitment that you need to get from the groups, those are the strongest.

Ginny: It 's interesting their sustainability. One of the things with Mathline is trying to deal with on this is that a lot of the school districts in states are adopting the newest solution towards the problem. So being so much arbitrary in terms of okay, well we'll try this, but then something comes up the next year they're going to drop. In terms of the staying ability in the continuation and on going commitment to stay with something to see it's impact is much more difficult now as great a pressure and disabilities into the problems in the schools and the accountability to the district and the state's interpretation of performance. So, it's not that once you get that adoption and commitment that you could assume that it will be continuing.

Evaluator: No, because it's not.

Ginny: If it's not, I think that's one of the things we're looking at. The other thing in terms with TeacherLine is apart from research and what we've been seeing and hearing of the importance of some were not integrated where there is good face to face going on. So, that in fact while we've talked about going virtual and doing everything virtual, then in fact what we've seen is just the research and what we're hearing is they want the virtual. That having it feel connected with having the component in terms of teachers locally, because that ties into their local institution. That becomes sustainable to the platform.

Evaluator: What we found with Mathline 2000 was that they didn't do any training online, they didn't provide information. The questions we got back on the evaluations said, "I don't know how to interact properly, I don't know exactly what to do and I don't know how to really make valuable use of my time." However, there was nothing posted to help and no pre-training was done in anticipation of those problems.

Ginny: One of the things that we were going back to in terms of TeacherLine was the fact, working with Lisa Kimble and her group,

because she was the original one who helped us structure those online learning communities and has done a lot of work in the field and having her be part of practice of developing it for this so that's back. You do give people the separation and the understanding that they need.

Evaluator: Yes, because they do need it.

If there are other things that you want to know, you should always let me know, because I can build it in. We can do something small to begin with.

Ginny: Well, that's hitting right on to what we've been talking about.

**Shirley Davis & Carla Lane**

Evaluator: What sites have had good experiences?

Shirley: Stephen has a really good insight on that. I know there's one site in Florida, we brought the woman in on our Advisory Committee for TeacherLine. One interesting place, eight or ten teachers from Antioch Education School who wanted to do beta testing. I don't know how many actually came though on that. I got the call from Barbara. She's been everywhere. Monroe Community College, now she's with Antioch. She's head of the School of Education at Antioch. She had called me to say how can we get a lot of their teachers evaluating these. She wanted to do it herself as well. That might be another interesting one to talk to in Ohio, near Cleveland.

Evaluator: The ones that have used it the most and evaluated some of the materials. Who has produced materials for you?

Shirley: San Diego State University, University of Virginia, Indiana University in terms of colleges. Tom Snyder Productions. We have 33 modules, so all of these have been produced by other groups.

Evaluator: How many teachers are enrolled in it right now

Shirley: What I'm not sure of is whether we have data at this point, but whether we have the feedback from colleges in terms of how many students we have enrolled in it. I don't know how many licenses we have currently.

The development work that will go on here will be math modules. That's the expectation, if we want modules in other areas we're going to have to get some other money in order to do that.

There are a couple of them that are still being tweaked by producers based on the results of the beta test. I don't know how many and I don't know if they've been taken down while that's

happening or whether there is still a preliminary version of them up. They were up at some point, because they were tested, just don't know if they are up at the moment or not.

I don't think any handling has been done so far. I think there may still be beta test results coming in and to my knowledge that hasn't all been tabulated yet and pulled together.

Evaluator: Do you think that there is one university that has offered more of these materials than another?

Shirley: San Diego State has developed quite a few. The modules that they did have were part of courses that they already have online. We went to institutions that already were offering things online and ones that had PBS stations associated with them. We did the survey first of what institutions were offering online courses in education technology for teachers.

The next sort was which of these have university licenses in PBS stations. Those were the ones that we started off with. San Diego State was one of those we started off with.

It turned out that the station couldn't react fast enough and weren't interested in doing the video productions for the modules. They couldn't do it in the kind of line that we needed to have it in.

We said fine, so they went ahead and worked with the school district video production group and got some good video from that.

You asked whether they're going to use these modules. These are all segments of classes that they already had online, that they pulled out from their existing courses, added video to them and put them into modules without formatting.

Whether they actually end up using the modules or whether they're going to go back to their full courses. They think the video is a nice addition and they couldn't have afforded to do it, so they may use the modules or the video from the modules for their classes. That would be an interesting question to pursue with them.

What we are hoping is that the modules will fit into a regular graduate class. A person that is putting together a three credit hour graduate course will still maintain control over that course, but will pick up a couple of modules and insert them into the course as additional resources or as actual segments of the course for a week using this module, so that the students have the experience of working online. We are trying to give the pre-service teachers the experience of being

an online student and at the same time getting a faculty member, who may not have had that experience themselves, the experience of being an online instructor.

We do have a module to train faculty and how to be an online instructor. That was done by Jacque Du Bois, he wrote it and put the module together. I heard Stephen saying some things today that suggested that there were going to be some other modules also to help instructors so there is one thing that was developed, obviously giving people choices and different approaches is going to be a valid thing to do, not just stop at one.

Shirley: First Class has a course management system, but there is also Top Class in the two them. There is Web CT the big contender.

(Stephan Knobloch enters Interview)

Stephan: We began a partnership with Western Governors, adopting their competency sets to define what their modules would be like. What ended up happening was the University of Denver and I U ended up creating the competencies for Western Governors. In fact my next step with Indiana University is to have a meeting with the folks from University of Denver who crafted those competencies with our folks, so we can do the crosswalk between the standards and those competencies, so we can marry the database so we can do the correlation when we bring in those Indiana modules.

I think 13 is a good producer (New York). I think the work that Jim's group did for the Mathline modules was wonderful and Boston.

Stephan: There was one that came up short. They worked with an elementary school. It worked for them in the past and they thought it was going to fly again. I don't think they appreciated the national.

Shirley: With IU we are working with the station.

Evaluator: Are you working with the station in Denver?

Stephan: Rocky Mountain is part of TeacherLine and we did a presentation on NSBA and there are lots of school districts interested in it, so I see them as prime for piloting this. They do not have an LEA. So, it would be interesting to have them pilot it with local school districts and the models they put together without being confined, if you will, by the LEA requirements within TeacherLine.

What might end up happening would be that we would go ahead and set up the model. We talked yesterday about the station



roles and tiered approach that they then would license it out with the school districts would take responsibility for implementation. We want to make sure that the service is seen as one being offered by the local station and not by national PBS.

Evaluator: Why do you want to do that so much?

Shirley: General policy.

Stephan: Yes and I think the stations want to do that to. There is a real internal call for the national presence to be dividing support services and products for locals to distribute and to put their names, so they can brand it saying, "This is brought to your local community by KMRA".

Shirley: It's what is being referred to as local national partnership. Kind of we are providing resources for the stations to use.

Stephan: I'll give you a list to all the producers, all the modules, how they broke out in the competencies for the certificate program and the beta list.

Stephan: It would be very natural to use the online Mathline modules, that take them in through looking at Websites, accessing what they see within the Mathline videos, creating dialogues among themselves in an online environment, accessing their work, creating lesson plans and sharing those. That's the professional development around. There are ten modules right now around Mathline that have been created. That's just a natural easy extension.

Exactly what our conversation was yesterday, "How do we reach out to those member stations who are not in the grant specifically?"

Shirley: In this case it's almost a one on one. When we identify the station that has the staff, the interest and the relationship to go into place. We don't worry about 300 stations; we do one at a time.

Stephan: Angela said her big concern is providing services and resources to those man line stations are enough by TeacherLine for active. Where we made the decisions regarding which stations, it was marketing, geography, and Internal PBS as well. I don't envision Mathline coming in the conversation as to what stations were prominent.

The model for the pilot program is that those who are grantees, we'll do it at no cost. Those were the sixteen stations.

Those who are not the sixteen stations, they would license it for all the modules at \$10 per teacher.

Shirley: They get all the modules then for \$200. So it's only colleges that pay \$100 a module or \$1,600 for the whole.

Stephan: Like KAET, which is 5,000 teachers they're paying \$50,000 for licensing. These modules came from Mathline. So that's an interesting question. How do I do that?

When I said that to Mark \_\_\_\_ \$10 per person he said when can I sign up? He knows that those are previous Mathline. All the member stations know, that what we have available now was created last year. So they may not flake at all, because that is such a nominal cost.

Shirley: Is it \$10 a teacher who will use it or \$10 for all the teachers in the district?

Stephan: They buy it in chunks month. It's usage. So, you have 100 teachers, you actually have 100 keys.

Shirley: We had so many conversations about pricing things in Arizona. Did we take all the teachers that there are in the area, all the potential people and base it on that kind of numbers?

Stephan: Then the other thing is within TeacherLine, the modules that we create there will be at no cost. That's just in the last half K-12. There is a concern that during a grant year the money is paying for the product itself and that we should distribute it.

Shirley: There isn't enough in the budget to support customer service and all of that. The whole idea was to turn this into a self supporting activity and we don't do that by giving it away free right from the beginning and then all of a sudden start charging.

Stephan: We can, the amount of modules that are created with TeacherLine, some of those modules from the virtual academy are going to be online for free anyway. Well, when we pilot ship Mathline monies, there'll be 70 modules and additionally we'll add around 25 with new monies from TeacherLine. Those are the ones that we have to really decide. I think we can keep it at \$10 and go forward with that; they would be wise in that.

Shirley: I think it's going to be very confusing if some are free and some are not free and I don't think there's money in the budget to support things like customer service and all of that work. The major jobs are covered, but not all the support services. What we were

thinking about in the beginning was that the license fees that would come in would be the one. I don't know what we'll be saying to the producers, let's talk about sharing royalties and if there is no income coming in.

Stephan: Well, with TeacherLine the agreement with the contract is that we own it.

Shirley: We don't share any expenses with them.

Stephan: We own it, they can distribute.

Shirley: The change is going to be changing now to 13.

Stephan: Well, they're the new grant and it's original content.

Shirley: What did 13 do for Mathline on SAT or is 13 owning that?

Stephan: Mathline is owned and we own the virtual account on Mathline that they're producing.

Stephan: We've worked with NCTM a great deal regarding the Academies. There are concerns about the teacher outcomes. They attend expecting something and get something different. Since the Virtual Math Academy is being created from video at the NCTM Academies, we have soft content. It's a challenge to craft something that has value for the teachers.

Stephan: Here's what we propose to do. You want teachers to craft an action plan by implementing these standards, and then at some point during the institute, you need to talk about that. Preferably up front. What are the key elements? So we're looking at turning protocols and all these kinds of things to make it work.

NCTM's proposal to us for the virtual academy was you take specifically what they did in the face to face you make the TeacherLine video.

Evaluator: They could do simulations.

Stephan: It's interesting in the Mathline modules that were crafted by School Change Network and Susan Hardgraves from Harvard did a lot of the work on it. They did just that. They went out and found the tools, they did the simulations, they do the spreadsheets, the graphing and the charting all online and marry that into the videos and the activities are being developed and these are the tools. That's what it should be. It's not that hard. Now creating an original content and original tool, that's what the money is there for.

Stephan: Then they've hire an assistant but it wasn't for technology.

We're going to create a math certificate program and integrate technology. What technicalities do math teachers use? Well a graphing calculator. Okay that's one, maybe two. A certificate program, graduate level, well, I don't know. Maybe we need to pull back and say okay, people who use mathematics in professional life, what tools do they use and work back from there, but they can't even think that way.

The other thing I said are you math teachers using 3D modeling or visualization tools, CAD, well, no.

The question is would teachers come to take a module about those things as part of the certificate program or would they only choose to take the graphing calculator, maybe stretch to do some spread sheets and database.

So the idea with the Virtual Math Academy is to take what we can get from the videos with those principles, go back to Mathline, go back to Illuminations content, find exemplary lesson plans, activities, that demonstrate those principles and work backwards.

Then have teachers, as a result of taking the modules, plan their own activities and those things as well as here's what an action plan is, this is how you can develop an action plan and begin to implementing or take them through a self assessment process of which principles would work best within their classroom, their school plan, their district piece some alignment between what we're asking them to do and what their expected to do with their school districts. Those kinds of tool sets would be of value.

Evaluator: Are you willing to take materials from other special projects?

Stephan: Sure, any of that.

Evaluator: NASA, JPL, and AMES might have interested materials.

Stephan: I wonder if NASA's a potential producer or in partnership with college or university?

Evaluator: Dr. Tom Pinelli of NASA is on the east coast. He has some general oversight of all the distance learning programs that are based in education for NASA. He would probably know a lot about the programs.

**KRMA-TV Denver  
Katie Eck  
Dan Flannigan  
October 26, 2000**

Evaluator: Have you gotten your contracts and everything for TeacherLine completed?

Dan: No. We still need to do our final budget for this year and I think that's the only thing but we got the contract.

Evaluator: One of the problems I keep seeing with the PBS programming is the dissemination and marketing plans.

The evaluation outline for TeacherLine is based on the idea that we would try and change the dissemination models and speed up the adoption. The reason for that is that there are so many competing programs with PBS at the district, state and building level. If PBS dissemination plan is very slow and sort of moves along and there's some hope that someone will start adopting it then it will never take off.

What we'd like to do is create a different time line, a different schedule a different way of disseminating information so that it shoots up better. So that it is adopted more quickly, is a really good adoption and maybe stays there at five years. It would be great if it continued going up but it is essentially 16 sites. Seventeen PBS stations that I think are actually working with it. I thought that maybe you could help me understand what does it feel like when you get stuff from them? What process you go through? What's working and what's not working? What would you like to see them do more on with this project? What do you need less of?

Katie: When you're talking dissemination are you talking about all elements?

Evaluator: Anything that has to do with TeacherLine?

Katie: Well, I think this one will be different because it will be free. Cost makes it prohibitive. It's the other one that is hard to sell just because of the cost. That will help a lot.

Dan: I understand what you're saying but how are you going to measure? Are you looking for teachers who have some awareness that there's this new project called TeacherLine or are you looking for

people who you can document that they've been to the Web site for ten hours?

Evaluator: The Department of Education and OERI has now become very strong about teacher professional development and a way of validating that they have become better teachers. That may be what we look at. That's part of what this project is based on are the ST Standards of teachers and technology.

So that would be one way of looking at it. Another might be CBAM - the Concerned Based Adoption Method for Teachers. How well do they adopt brand new ideas, innovations and put them into place? How quickly? How well? How long do they stay with the program? The other thing we will have to look at is student learning. In the past you haven't had anything where you looked at students and said because of the PBS program, there were improved student outcomes.

GPRA is in place now. GPRA is the Government Performance and Reporting Act. One is essentially a lot of bean counting, who of what did how many and when they did it. The other part of it is very much, how did the students improve? Why did they improve?

Katie: Will this information be harder to count since you don't have the teachers that actually register. Part of our peer structure program, how will you get hold of those teachers?

Evaluator: There will have to be some way that we are going to have to track them.

Katie: Is that something that we should keep in mind when we create the Web site?

Evaluator: Yes. We have to know who they are so we can go back to them.

Katie: Can you take a representative sample or not?

Evaluator: We could do that in the future, but because they only have 16 sites we need to reach all of them the first year

Katie: I can see where I can choose you, teachers from schools to schools. I mean they are going to start using materials.

Evaluator: As much as we can, at least for the first couple of years, during the building process, we are going to want to attract anybody you know who is working on the program. Depends on how many people are using it nationally, particularly in the first year. Normally a

national sample for teachers in all these different places would be about 2,000 people.

Katie: What I need to do is when we design the Web site, rather than having to be an open Web site that everybody just visits and all you do is just count heads, you really need to have a registration process before they can even get in.

Evaluator: That would be great if you could do that.

Katie: It's free registration.

Evaluator: Then I can call them and do interviews. What we're looking for is steady growth on part of the teachers and change on part of the students.

Dan: Part of what I'm hearing is you're looking for growth, you're looking for impact. Typically through the networks we deal with we work with a lot of master teachers who are pretty good already. These projects have got to reach teachers who may not be at that point or who may not want to be. What's the motivation coming into this? How do we get to them? Part of the answer is through things like what PBS does in presenting their project management to the school board like principals and things. Is that part of the strategy?

Evaluator: I would think it would be.

Dan: Because the first thing that hits me is that we're already into the year and there is not a director for this project yet? Our timeline is going to be interesting on this. Katie, obviously through her, we have great grassroots connections to the school districts and math leaders in the state. Maybe I'm off base on that Katie but if we were really going to go to Denver public schools and say, "here's a project for your most medium math teachers." It would be a different approach usually we work with the networks. The people who already are in the know and in the flow of what good standards and base practice is.

Evaluator: As far as whom do you enroll? Knowing that they're looking for a large number of people. To get raw data and data that can be manipulated within large databases

Katie: If anything, Mathline and that was one of the problems, there was no plan evaluation whatsoever. They never told us to be anything so I mean I do my own little surveys. From the beginning I didn't know what to do. It would really help if PBS could help us build that in from the beginning.

Evaluator: That's why I came here, I thought you all could help do that. You're interested in doing it?

Katie: Yes that's obvious we can't do it on our own because we need to know what they need to know.

Evaluator: Yes and in the long run that's what I'll be telling you about. If you're involved in the planning, which is what I'm trying to do, I'm going to have this kind of conversation with most of the sites. I don't think anybody has had this kind of conversation for this level before.

Dan: No. That's the way it ought to be Carla.

Evaluator: So what I want to do is completely turn it around and build it from what you can give us. How would you go about doing this?

Dan: Also part of this innovation is talks about teachers and also brush by some of the changed agents in school, are you evaluating that process as well?

Evaluator: We can definitely because it is a big part of the process.

Dan: Again I think I'm on a path here but I don't know what it is. It's like a teacher won't be effective working up the food change unless there is awareness about what all this is and could have an affect. Teachers are going to have a tough time venturing out on their own. That's again a matter of promotion, awareness, how they find out about it and how we communicate it. I am not sure what that universe looks like. With Mathline at least they would, you get a lot of marketing in the schools. This is more voluntary.

Katie: Yes but we didn't have a state board listed. Right now our state math, I mean the whole thing can still fall apart. There is really no one besides the technology person who's going. There is no math and science person, no career counselors at the state that would carry this.

Dan: The people who want the state are in other places. They are going to be real good when we get their buy into this.

Katie: They're working on another grant.

Dan: We wanted to meet the Colorado teachers that are broadcasting. We get a lot of input from Wyoming, whether that changes over time I do not know. A lot of the resources are there except for travel for Casper.

Katie: I was going to say we are getting community, I didn't know. Teachers from Wyoming started to call in for materials to be a part of it.



Evaluator: I think it would be perfect. You've got interest there. In Riverton, Greg is part of it. He's there at the Central Wyoming College and it is one of the Star Schools Project, the Mountain Plains Distance Learning Project

Dan: Knowing they're part of it kind of answers my question.

Evaluator: Well if you did it together, I don't think you should do the boundary thing.

Dan: I don't think we would go up to Casper to do a workshop on this.

Katie: What station is this?

Dan: It's in Riverton. They serve different communities. We've always politically been the big dog that's been there forever and they're trying to build their own state line.

Is there any interest in reaching pre-service teachers or mainly in classroom?

Evaluator: I think with this one it's whomever you can reach.

Katie: That's one of the things we talked about using our money for actually is to create a flow credit course. It would help in collaboration in a school district and the University and that would be a way to register and be able to go through a very formal course. Get some real change in evaluation. Something like that we can do. You are going to get the numbers from the people who visit the Web site?

Evaluator: Yes.

Katie: It's harder to measure real change over time. You're going to have people come once and never come back. You are going to count those people as users.

Evaluator: We count them as users but what we end up with are levels of users. I think that is something that has to be built into this part of the evaluation because it wasn't built into the others

Dan: There is another grant in Colorado that's actually though the community college partnership like seven of the leading institutions in Colorado that's doing teacher training.

Katie: Are you concerned about the teacher's adaptation in technology?

Evaluator: Yes, definitely.

Katie: Should our focus be to get them to use our technology or focusing on the content improvement?

Evaluator: I think it's got to be whatever you think the needs are that you can best meet with the money.

Dan: For what you're describing that would be a full time staff.

Evaluator: Within your contract I'm assuming is there an accountability clause?

Katie: Just that we need to complete what we need to complete like a workshop. There are so many demands on teachers now with local and state testing requirements for us to make any impact we have to connect locally with what's going on.

Evaluator: They can't do it nationally; they need to have your local cooperation

Dan: NCTM has a ball in this too? Are they funded?

Katie: Providing the content.

Evaluator: Providing the content is based on the NCTM Academy.

Katie: Is this connected to TeacherLine?

Evaluator: Yes  
Does your contract say your workshop is to be done face to face?

Katie: Yes.

Evaluator: Part of what this grant is supposed to be doing is creating a new and improved better ways of using the technology.

Katie: I think we are one of the most connected stations to special development in math. They have their fingers in all these other things and we don't know what's going on. We just don't even hear about it. I'll be places and hear things from teachers who have heard things. I say no I haven't heard.

Evaluator: What would help then? What would help you focus on it?

Dan: I think part of it is who is running this project, I think depending on who it is.

Katie: Maybe it's because PBS is so scattered and the different arms of PBS do different things. I know when Mathline was being handled by the OnLine Education people and now it's being handled by Ginny Goldstein's office and involves different people, the communication links haven't been established with us yet. We are used to working with other people like Cari Ladd. I think that's part of this project to establish real strong communication with us. We would have a weekly update or calls.

Evaluator: Do they normally do calls?

Katie: We did with Mathline we did bi-weekly or once a month we did calls.

Dan: It sounds like a big part of it whether its calls it helps. Part of that should be expectations. There should be discussions about expectations. Pretty soon we'll be making a path one way or the other. If we know four years from now we're suppose to have done x, y and z we didn't build that in, that's not good.

Katie: I almost want more talk down direction. On Mathline we just kind of talked and shared and then people would ask questions. They were so frightened that the local station was upset by issuing talk down line, that there was no direction. So I think more direction from the top is better. Don't be afraid. The station shouldn't be upset.

Dan: It is leadership, I agree totally at what you said. Given the impact it could have it is a good time to say, "We're counting on you."

We need strategies to work better with the State Ed office.

Evaluator: Is it that there is not enough talk?

Katie: I don't know. Even when we do mailings, it's just so hard to get to the teachers. On air, it could be effective if they did more on air. We didn't have any on air and we kept asking for it. PSAs that we could run even if there was a five-minute or a one minute training and say, "wow look at all these great resources we're training".

Dan: PBS is pretty good about that stuff sometimes like educational projects. It could build off the brand of PBS, off of Mathline. Even though it's a small like in our state. It's like this isn't a new project.

Evaluator: The other thing you could do is, if they gave you that video then you could also do it on the Web site so that a teacher doesn't have to wait to catch the PSA online.

Is your contract for five years or is it for one year?

Dan: I think it's for at least five with a first year budget. Actually I think it actually decreases the second year. Maybe some of that is negotiable based on the scope of working. We are part of a national project and we can help.

There may be ways we share teachers or resources or whatever it is. Thinking back to Mathline some of the districts I worked with were about here in the adoption curve and shifted technology and focus and things, it was like a pioneer project. They

were doing stuff that nobody else would try like the software they were using to teach a lot of teachers on line.

Dan: The cost and so on. The project got shifted too. So the project kept shifting and the consensus they get what it's going to be and where it's going and that is top down. We know we have marching orders for the next four years, we've got a budget. That's the way to do it.

Knowing there are 16 other stations of public authorities, PBS should help general managers understand what people practice and what is a priority. When we sell the project when we are doing it in spite of budget is because it is a great demonstration project of where we think we ought to be going with everything they're doing. Multi platform and things like that.

Evaluator: What's the best way of helping you to do your job?

Katie: I think high quality marketing materials so we don't have to spend our money on that. Last time they gave us both reproducible stuff, which is good, but they would also print like high quality slick brochures but not provide enough copies to use in bulk. They would use those at the national levels. So if we had a lot of those printed materials.

Evaluator: Give me some sort of an idea of quantity that you want?

Katie: Perhaps 5,000 or 10,00. They mail them also. If they have the staff, obviously we are not going to have a marketing staff and they're going to. If they can provide us with that expertise in those materials then we can distribute them better that are very helpful. So printed form as well as digital so if we need to we can customize it too. The problem is that if they just give it to us in digital we have to print them ourselves.

We don't have enough money and printing can eat up your budget. I'd rather use that money on paying consultants who will be coming up with content for us. That's where I see most of that money going.

Evaluator: Do you want to collaborate with other partners in the grant on site? I don't mean to have one site because I know they'll have one site nationally.

Katie: Definitely you would get a lot of great ideas that way. I mean that is a function of those calls is those things and we all share ideas like that.

Evaluator: So what you can copy or have the copyright on it.

Katie: The links, exactly.

Evaluator: Would it help if you all collaborated on, one group maybe produces this type of material and another doing this and then switch and change or exchange material.

Katie: That's true so if one site is not producing a certain product they can share it with others so they obviously would want something in return.

Katie: Another thing we should do is a meeting. With Mathline I mentioned it for five years and it we never had a face-to-face conference with other others. They did one at the very beginning of Mathline before I came on and I think as soon as the PBS staff is hired and everybody is on board and they have everything together, they should have a kick off meeting. There is nothing more valuable than face to face.

Evaluator: A planning session would be helpful. Maybe one or two days with the staff. What is it you need? What hasn't worked? What is going to make that work?

If you go into a school district and you say to them we have this new program or project.

Katie: I would do district level work with a math specialist at a district level or my contacts. That's another problem, I am going to just be working on this project and maybe another one. Before most PBS staff were too scattered and we couldn't focus so much, so one of the problems is we just don't have very much time to spend having face-to-face contact with different districts.

We'll use some of the money to pay for me because I'm not on staff any more. There is no stipulation of that of whose paid or how.

Evaluator: Which district do you think is most likely to adopt quickly?

Katie: Ones that have leadership, making standards a priority. The one who is the smaller of the districts. Bigger districts are always harder. No matter what we do for a couple of years we are going to need help from experts in the state on how to tie this project to make it a direct connection on how it can improve.

Teachers are going to want to know if there is an evaluation that says that teachers can use this material and will students have

higher tests scores than those that don't. If you can show those to an administrator.

Evaluator: Is there a percentage of schools that aren't making their Scores?

Katie: I think there is especially for public schools. It is 40 or 50 percent of the children are scoring not proficient, especially in reading and math. Reading scores are worse. So the big push right now is literacy.

Evaluator: What about printed materials besides the brochures and things? Would you prefer to have them download from the net?

Katie: Yes, I think obviously when they created the site, lessons and resources that they can download and use in the classroom that there is ready-made.

Evaluator: Is there too much choice there still?

Katie: Once you get into the area where the Mathline videos and lessons are, I think it is so well done the way the site is searchable. The way you click in what grade level you want and what topic area, that's perfect. I think people may not find it the way it is now, I think this will be redone as TeacherLine is redone. You click on math from the main PBS site, and then you have a whole page on all these other math things then this PBS math resource thing on the side. It doesn't seem like it's the main feature and I really do think it's the main feature.

I hope that the math would be highlighted more and I would think that would happen once the TeacherLine site is created that will be a main heart of it. Right now it's like a side on the PBS site. I don't think that many people are finding it. Once you get into it, it gets real well done.

Katie: A lot of things I told you about direction or marketing material. The Department of Education is looking for numbers and we're going to have to do that.

Evaluator: What is unique from other educational directives?

Katie: Well like Dan said one is because it was free. The other is that we were so excited about it is providing the video streaming and let training be a video on the web. Finally there is a more direct connection as to why broadcast station should be doing professional development. Now we can do it using our resource video and it's on the Web. There is always a question as to what's our role?

Now, it's a clearer role as we move into digital television anyway. Try to provide content. It's a real direct connection to the future like that. That's what I think.

That was one thing about Mathline is we had less of an assessment to go. There wasn't real formal assessment. That would be a big thing. People are obviously going to look for that. Where's the assessment piece?

**PBS TeacherLine  
Claudia Fowler  
Louisiana Public Broadcasting, Louisiana  
January 26, 2001**

Evaluator: What are you doing for TeacherLine?

Claudia: We have a double role. First of all we have an LEA in one of the six stations in addition to having a statewide program. LPB is a statewide network, which, in some regards that's good, but on the other hand as opposed to some of the other PBS stations that might be localized. Everything we do is not just serving the greater Baton Rouge area but statewide. What we're doing is right now getting our Web page put together.

We have compiled a list of all the teachers from Louisiana who attended the NCTM Academy that was in Baton Rouge and then we contacted NCTM and they sent us the names of other Louisiana teachers who attended the other two institutes. We put those names in the database and actually this morning working on a letter that I am going to send to each of those.

I want to give them background about the Web site, how to access it and tell them about myself. We are inviting them to participate in training. So we are looking at trying to include them to see how they might be part of our audiences. The other things we are doing, in Louisiana we have a National Science Foundation State Initiative Project that in it's ninth year. Each year they have pursued a large portion of money from elementary, secondary education that is committed to math and science.

We want to some how to network with those individuals. There is a Delta rural system and they have a math component, so we want to get with that group. There is a technology component that the State Department developed that's called In, I can't remember. They want to identify some of the school districts that have done poorly in mathematics on our state exit tests and on our Iowa Test and they have identified math specialist to go in and work with those teachers.

The way they are going to get the math is through technology and so we want to work with that group. I've got things in motion. We



missed the conference call on Wednesday, which was the third one to work with the State Department. TeacherLine said they would walk through the program with them so I spoke with Dina and she is going to do an individual walk through for our State Department Education person next week. Our president of the Louisiana Association Teacher's of Mathematics, so we are trying to get players. So that is some of the things we are doing.

Evaluator: What do you think about the Virtual Academy?

Claudia: I do not fully understand that whole program and as you know they have planned this meeting in March at PBS and it's like if it could have been in November it would have been wonderful. I can write a book on how to grow and raise Geraniums, I can tell you the soil, the pH and the sunlight. I can't grow Geraniums. In other words I can regurgitate it back to you but I can't put it into practice.

I can tell you what's in that grant what they sent us on that Virtual Academy but to really tell you how this going to happen, I don't feel comfortable with that. Until I get a better handle on that I can't feel good about promoting it. That is one of the reasons that in this walk through that we will do next week I'm sure I'm on that line. Even to explain it I still don't have a handle on how the teacher's are going to participate in that.

Evaluator: What are the deliverables for the LEA?

Claudia: They're supposed to have a Web site. That is supposed to be up and going. They're supposed to have their teachers develop an action plan and they should have done that by now. There are supposed to be journalizing on line how they put this action plan and how it's working. They're supposed to be on Tapped In, that's the Web site where they go in dialogue with other teachers that were in the academy that they attended.

The two teachers we have from the LEA attended the NCTM middle school academy that was here in Baton Rouge and we just decided to focus on middle school for lots of reasons. My boss who is no longer there selected Catahoula as the Parish, the County. They have lots of need there but I am getting off track there. That's what their deliverables. They also are supposed to have a face-to-face workshop sometime before the end of May. We are in high states testing, it started last year. These children that do not pass the 8<sup>th</sup> grade math and language arts do not progress to the next grade.

We have drove of fourth grade teachers because they are getting blamed for those children not passing. There are a lot of problems there. From about the first of April to the beginning of May the teachers are so focused and we can't have the hour get together. We're hoping we can have it right when school gets out.

Evaluator: How are you going to collaborate with your LEA?

Claudia: Well it's probably a misconception on my part, when we were at the Academy in Baton Rouge we had about a two hour block on the second day to talk about our plan of action. We had four representatives there. Two teachers were selected to be the lead teachers and the person who is in charge of projects and a math person there. They decided that technology that was the one they wanted to focus on. We spent a lot of time talking about the workshop that they wanted to have.

I made some contacts with a girl from Casio and she was going to come and do an all day workshop. Then one of our teachers called and had an outline on what to do. It was a total antithesis of what the workshop was to be. We had planned to work with them but I feel we will follow the plan that TeacherLine had set up but I feel that in addition to that they want to take the opportunity to have an additional workshop.

They want to push ahead with this idea of technology because when we were at the academy they said we could chose one of the practices of the NCTM principles and focus on that for the year. We will be working with Linda and provide her with support for that. Physically I will be there.

Evaluator: How do you think that all worked out?

Claudia: Well from what they said the two other ones were very strong. I felt ours was quite good. One of the teachers didn't think it was what they thought it would be. They thought they would go back to school Monday morning with all this good stuff to teach. I didn't say this to her but quite obviously the principal that sent them didn't clearly understand the mission and what it was all about. That aside I thought it was very good. I think the new NCTM standards, which what we're doing that is one of the ways I thought it was beneficial, the one we had.

I learned a lot about the standards. The way it was presented they had two dynamite presenters. One was from Oklahoma or Iowa, they were sharp. They were very good.

Evaluator: What do you think you need from PBS?

Claudia: I don't feel innately stupid but I have read that material and reread that material, I have gone on the Web site and I still don't have a clear picture how all of this is really going to play out. We were participants in the Mathline Project and that was before this. This in theory was an incredible idea and we had two or three really good years with it but this and again I think the concept is wonderful as best I can understand it. The real test is when does that teacher have the time and how are you going to get this for the teachers to do this.

In Louisiana we do not have any kind of a continuing education for teachers. We used to but we don't any more. There are no carrots or sticks to tempt them. You get your teacher certificate and you don't have to do anything. You can sit in the classroom for twenty years using the same lesson plans. The Southern Association of Probation says that you're supposed to when your school is visited, your teachers show they have had in-service hours. No one enforces that really.

I have worked with science for so many years. When you have really good programs, you have the science groupies. You have the ones that really don't need to be there but they are the ones that want to be there. The ones that need it are not there because there is no carrot. As I listen during the week about the college credit, we don't have that as an option. Would a teacher want to pick up credit from a university, I don't know. Those are some very real problems.

I still see the teacher who is the president of the Louisiana math group and I spoke with her last night and she told me she was very, very interested and willing to see. I think there is some interest there. I am trying to get a small group from the beginning. If you have a small group they will spread the word.

Evaluator: How much time did you spend on the Teacher Certificate?

Claudia: I have spent several hours but I'm not sure total. I read that material over and over and I wonder if I'm missing something. I had

the girl working with me to look at it. About five or six hours total, something like that.

Evaluator: What would you add to all this?

Claudia: I am going back to the Mathline Project and Science. In theory they are such cutting edge stuff, if you are so far ahead then there are not enough people who understand and get on board with you. I think that this is not so far ahead that I think if we had -- if I had had an opportunity to sit down with Steven Glublott and Sue and all these others and face to face and not just see this on paper, like this meeting in March. If we could have had that in November or October, I would feel better.

I don't feel I can go out and call in green stamps with people I know from the State Department, take my word for it. So I don't seem if I really don't understand it, I don't doubt the quality of it. It's there, the NCTM and all that that's there. I don't have a full understanding of how all this is going to play out and I think that just may be me. They were late, Ruthann wrote it and we were waiting to hear and waiting to hear and I think three months into it we just had to move quickly. I think we got the good people, I really feel that.

Evaluator: Is there anything I should have asked that I didn't?

Claudia: Not that I know of.

Evaluator: Anything you want to add? It sounds like you thought it through.

Claudia: That is what is frustrating is that when I first got my IBM computer in 1985, things were very new and I had Word Perfect and I was sitting there and trying to teach myself and nothing would happen. I wasn't hitting return and now I feel stupid but when it is so simple -- The people at PBS know how it will all play out but they haven't told me to hit return yet.

**PBS TeacherLine  
Linda Edwards  
Catahoula Parish School Board  
Harrisonburg, LA  
January 26, 2001**

Linda: When we went to the NCTM conference in Baton Rouge, we were in the TeacherLine Grant but then there were other teachers there for the Professional Development that is not in the TeacherLine Grant. So I have been trying to navigate the TeacherLine Web site and things like that. I would have to be a Brain Surgeon, I am lacking in a lot of these things. I just called to touch base with you to see if there was something that I should be doing. I know these people think I am the dumbest person in the world.

I know if I don't understand it I will ask. You might as well explain it and if it doesn't hit me I'm going to say, "now dumb that down some more".

Evaluator: Are you supposed to be doing a different day of training or two days with a different group of teachers?

Linda: What I understand is that it is a five year program and this is the first year of implementation. The contract stated that year one ends May 31<sup>st</sup>. We were supposed to wait to go to our conference in Baton Rouge, that's where the middle school conference was and that was around the first week of December. Then from there after we had trained the two teachers we had chosen in Catahoula Parish, we were supposed to try to begin the process.

Well we went and we were the last ones to go to the NCTM conference. We went then there was a week and another week and they were getting out for Christmas, so we were out two weeks for Christmas. Well even then the first quarter report was due December 31<sup>st</sup>. Of course we were out for New Year's so I didn't get mine in until January the 4<sup>th</sup>. We were late starting but we're supposed to with these two teachers, get them all this professional development that we can. We're supposed to feed them with math and new standards and things like that.

Then, with these two teachers use some of these activities and strategies and what they've learned about the standards and

benchmarks and things. Do the E Journal and that's part of their commitment and keep up on how it has changed their teaching. Then we go on to the TeacherLine Web site, we met for the second time here and we had to have the technology person help us tap in. It is not a simple Website, it has got tons of stuff there.

Evaluator: You mean the PBS Web site?

Linda: Yes it has tons of things. The chat lines can be in different rooms and so to me it is complicated. We should have been trained on how to navigate in this NCTM Web site.

Evaluator: You're talking about Tapped In?

Linda: Yes. If you're a computer person then you know.

Well we just had the two teachers in yesterday and of course those two teachers have to write an action plan. What they are going to focus on for the goal and objective for this year and what they are going to do in their classroom. They have to write their individual action plan and then as a district we have to write a district individual plan so it is connected to the class plans.

Year one you are supposed to receive \$50,000. Year two, three and four and five \$10,000 thereafter. Half the year was gone before we ever got to the NCTM conference.

We have to get this money spent by May 31<sup>st</sup> or they don't know if it will carry over into the next year. They are trying to get it to where it can be extended. Our two LEAP teachers and most teachers want to have training in the summer. There is just not enough time during the school year.

Evaluator: Is it the two teachers you are going to continue training or do you have something where you're doing it for other teachers in your district.

Linda: It is the two teachers we are really focusing on training. They are going to go to the NCTM training in Orlando, get that training but we are not sending all middle school teachers. We do have the opportunity to train all middle school teachers as a district. Everyone will be trained on different components and different strategies and things like that. These two teachers will do most of the traveling and will receive professional development out of the district.

Evaluator: So the other teachers that you train, will it be the use of TeacherLine or the virtual academy?

Linda: Well we are going to try that. One of our commitments is we have to build a Web site within our Parish. We already have a Catahoula Parish Web site. What we want to do is put the icons in there strictly for the middle school math teachers and they can go in and leave messages, talk about what they are doing in their classrooms. If they want to go on Tapped In or whatever there will be a place they can leave the Catahoula Web site.

Evaluator: Will you try to do some of that training for the larger group this semester?

Linda: Yes.

Evaluator: How many teachers are in that middle school?

Linda: I think we are preparing for 22. We are talking middle school math teachers and we are a very small parish. Our total enrollment is like 1900. We're not talking about a huge school district.

Evaluator: With the \$50,000 that you've got is somebody else working with these two teachers? Are you paying for part of their time? How are you spending the money?

Linda: They are paid for their time after school through and then when they had to spend a Saturday in Baton Rouge we paid for that too. I always pay to do that too. They are really receiving the main focus and we are taking those two teachers and training them. Our first training we are going to hold February 24<sup>th</sup> for all the middle school teachers. We have a man from Southeastern who works with LeSelth, which is a big math program here in Louisiana.

We want this man to come and go through some of what those teachers went through in Baton Rouge using some of those same materials but it will all middle school teachers that will be exposed to it.

Evaluator: It is like a small NCTM conference?

Linda: Right. Where these teachers received the book, the basis was the principles and standards for school mathematics, the new NCTM book.

In Baton Rouge we have ordered a copy for each middle school teacher so that they will have a copy for their own.

Evaluator: Did you say this was February 24<sup>th</sup>?

Linda: Yes. We are just kind of going from there and we want all teachers to know along with the standards there have been principles added. The standards are what we teach but the principles are like

how we go about teaching them. In Baton Rouge they had several activities, problem solving activities that were really good so we want to bring those back and share it with all the middle school teachers.

It is just one day of training so far. After we do the 24<sup>th</sup> we probably are going to do, I know that these teachers that went to Baton Rouge feel insecure when using graphing calculators and we got graphing calculators in our Parish and we had an in-service but we haven't had a follow up. They did a poll at their schools and their teachers feel they need more training on graphing calculators so the next one probably will be trying to use the graphing calculators and the standards.

Evaluator: That will be a second day?

Linda: Probably we'll have to have two or three more because we have to have; we've put in \$25,000 for professional development for middle school teachers.

Evaluator: What they've been talking about the station will be doing, are you going to do a day of that?

Linda: I'm not sure about that because as far as the station to us. We're in Catahoula, that would be Louisiana Public Broadcasting in Baton Rouge and I haven't heard anything about that, Claudia hasn't told me anything about that. I don't know the guns of that because I put in a call early this morning to Claudia. Of course, she probably is in New Orleans so that is what I was going to talk to Claudia about today. I will end up emailing her about that.

Sometimes I don't know what is going on to the point of where I was in the second conference call I was in route from Baton Rouge to home and I missed that one. They could have discussed that with me.

The contract that we looked at and signed and things like that and I had to do a budget for the contract, it was like the jargon stuff. It might be that that was in the contract and I just haven't memorized it yet.

Then the different states. The lady that was saying that if you're doing for the CEU's. Then the second time I heard it I said somebody is saying something about the alphabet and I am not sure what that meant. It was a Continued Education Unit's or something like that.



Texas said we don't have that and I said we don't have that either.

Evaluator: Is there a way for them to get credit?

Linda: No I don't think so because we would have to go through a college or university and there is no manpower here for that. I'm struggling here now to get this much done. There is nothing in the grant for prorated salary or anything. I'm the Director of Federal Programs and so along with this, I've got like ten other programs that I'm responsible for. I'm being monitored February the 8<sup>th</sup>. It's like you have to do observation so you're just trying to keep your head above water. Do what the TeacherLine wants you to do and anything like that I don't have the manpower and the time to do that. I'm sure you would have to go through a university or something like that.

Evaluator: Yes that's what most of the others are doing.

Linda: So if they would contact the university of the university would handle it, fine but...Another university we could do through them, not one in Louisiana?

Evaluator: Yes if it would meet any of your needs.

Linda: Let me ask this; is there any type of evaluations that our teachers are going to have to do at the end of this?

Evaluator: Yes - I'll let you know.

Linda: If I can see the evaluation so that I'll know that I need to offer something, they'll have knowledge of it.

Evaluator: Can your teachers apply very much of what they've learned.

Linda: It is such a late time of the year. That is what I was trying to stress to Lynn that if we're going to work with quality we need to not rush this thing. Let the money roll over so we can plan a good three to four day in-service for the summer that can make an impact on teaching then get them ready to go back in the fall and implement it.

We've already got Saturday in-services planned, then a lot of the middle school teachers are involved in America 2000, the Technology Grant, when you go and they spend one Saturday with the America 2000 a month and another with TeacherLine, that's two Saturday's out of the month. When do they have time to spend with their family? They are staying for after school planning and after school tutoring or when we have meetings, so they already stay three days a week after school and then a Saturday. It is so much time

during the week. If you can plan a three to four day in-service in the summer, pay them and get the material in then they are pumped up and ready for school.

Linda: We do the LEAP testing in March and things like that and so we ask teachers and get feedback that they have so much, let's wait for the summer and had a break. If we say we can't do that we need to have this done by May 31<sup>st</sup>, they are already going to be mad and upset with me.

Evaluator: Is this voluntary on their part as well?

Linda: Yes. We have some that probably won't participate.

Evaluator: It seems like a shame that if Claudia is going to do a one day training for 30 other teachers, I don't know who she is paying or who is developing that. That same person should be able to come out to Catahoula and do that.

Linda: That is usually the way we do it. We just had an Ed. Con. training and they sent trainers from Baton Rouge and we trained here in our Parish and that worked out well. When you have to send teachers off it is so costly. Still you're talking about a three- hour drive. They usually come and train here and that is what I figure they'll do.

Evaluator: That seems like the best method so that gives you that day of training. Will you at PBS on March 22<sup>nd</sup> and 23<sup>rd</sup>?

Linda: They called at first it was going to be in February and then the conference call it was a new date. I am bringing in another lady Pam Swasy who is our technology person that helped us work with Ed. Con. And she worked with the teachers so when there was a problem or something like that I could fall back on her and she would help with the training and the computer parts and things like that.

Evaluator: I will be there for that too. We will be able to meet for that. I am just concerned about how all the LEA's and the stations are working together and what does that really look like.

Linda: For our Action Plans and our District Plans we want to do a good job so we can't do it during the week because we met one day each week on TeacherLine so we're going to meet the first weekend of February on Saturday. We are going to just sit down and take all day and throw thoughts out and work with the plans so that we can get it. Val Money has got ideas and Annette called me today and

said that Lynn and he had talked and he had gotten some ideas and things.

Evaluator: The benefit for you is that you can start doing other professional development on line and then you're not tied down to dragging them down on a Saturday but they can go on line for 30 minutes, if they have a computer at the house.

Linda: That's right a computer at the house but remember we're rural and you have to get a line that is capped so I'm paying for a line that is \$55.00 a month just for the line. Now we have a separate line going to the computer but you still would have to have a line that is \$55.00. Then you have your Internet fee so you might as well say \$70.00. Of course Louisiana is fighting for teacher pay raise and a starting teacher makes \$19,500. We can't pay for the line out of our funding.

We do have one that does it at home but the other teacher does not have it at home. She teaches at a middle school, which is right in the middle of town in a district that you wouldn't want to be in after dark. She either has to go on line there or not at all. That is what we asked and they said no.

Linda: My Internet provider is long distance. That is why that line has to be capped.

Evaluator: The success or the failure of the teacher that you're trying to work with is dependent on that.

Linda: The America 2000 Grant, when Sharon has her middle school teachers in and she is trying to teach them technology, that 15 or 20 minutes to go on Tapped In and do some of the chatting with the teachers and do that. We are trying to work like if you're here on Saturday for four hours you can do some TeacherLine.

Then therefore, if I've got them in for four to five hours then Sharon can help them understand Tapped In and how to look for resources and things so we are going to try and collaborate with this other grant. We don't want to make them double dip as far as technology and we can work together rather than separately.

We we're trying to get them laptops to take home. I asked if we could pay for the laptops and we couldn't do that. America 2000 bought the two teachers a laptop. Through TeacherLine I got them the printer to go with the laptop. It's been good talking to you.



**Pam Berberette**  
**Jackson, Mississippi**  
**October 4, 2000**

Evaluator: Tell me what your involvement is going to be with TeacherLine.

Pam: Well, we haven't really decided yet. I just received the contract yesterday and I downloaded it. I've looked over the "hello everyone letter" and so on.

Our involvement has been to this point in our technology challenged frame. Matt Lonie has been the cultivator of professional development that tapes these people in their rooms in specific counties. They have all of the videotapes. All of them enrolled, though the lists aren't placed yet. A couple of them posted some activities that they did. They answered a questionnaire at the end of the year and each of them received a set of videotapes that they got real excited about.

Some of them didn't have their tapes, so they were sharing tapes, so they were glad to get the tapes.

Evaluator: Which grade level?

Pam: K-5. The kindergarten teacher last year did a math one in gardening. They got real big shapes out of the decorative border stuff of boards. They did plus, minus, triangles and rectangles. They planted those with marigolds and annuals. That was one of her Mathline activities.

They incorporate those lessons as the curriculum. They use it like a resource that they go pool extract television. A lot of them are using the copy of learning words now. They are using the math program. There are a lot of hands on, investigating and cooperative learning experiences. They have found materials helpful to make them more comfortable doing things that way.

Evaluator: Have you been the coordinator for Mathline from the very beginning? So you have been heavily involved with it then?

Pam: Yes. We have two facilitators. We have a middle school group and I had a facilitator for that group Connie Murphy, who went to the training in Boston. She was in on the presentation to the Legislature. Because of our senator's support, Mississippi was drawn into that. So we've been drawn into that because of his support of

PBS and the projects that PBS has. We've taken to doing some of the things that come from those areas.

Evaluator: Did you fill out the survey from a month ago?

Pam: No I didn't fill out the survey, although I think that is what the teachers filled out.

Evaluator: Yes, there was one for the teachers and another one for your level.

Pam: I guess I missed that one.

I just got a new computer finally. I had no virtual memory, so I could not open anything else. I've seen the Web site and I know the videos are there. I haven't looked at it. I've seen some videos on Liz's computer when she's had some things come out and we've looked at how it looks.

I feel that will be a way that teachers could use that, better than having a set of tapes. My group of teachers that I am working with enjoyed having those videotapes. I gave them a reference point to go back to and be able to see what they needed to do and do the lesson. They then did the lesson and went back to see how they might have improved and compare what they did with what she did.

When we first started doing Mathline, we were just right on the edge of everyone obtaining a computer, modems and that sort of thing. I dealt with going in and loading the first class software, dealing with the fact that some of them can only get it in DOS format and it was frustrating for those teachers. They did not participate in the list that I got.

The first year I had a lot of lurkers, they would go in and look. The second year they did a little better. The Web master and I have found a Web site or server where we could put a list of sorts. We emailed all the teachers with the location. They go on there and they post whether they are doing the Mathline lesson or anything else.

They also post all these personal things that are going on in their lives, death in the family, when they're pregnant, just anything and it's kind of fair game. They have been real chatty on this form. They know I look at it every week. I've found a Web site with some activities about a new program we had called Between the Lions. I posted it to the kindergarten and first grade teachers and told them to be sure and look at the program and see what they thought about it for free reading.

It has given me a way to talk to those teachers. I've been thinking about advertising my forum site and letting others make contributions. It's a start with the eight teams I have involved in this grade. I can see the potential to have other teachers post to it and then exchange their ideas. Before they were within their walls, they communicated with each other. There are two sites in this one county where there are 20 miles between the two schools, so they do not have much to do with each other. The forum has created this little neighborhood now and we are now reaching down to the other county. We tried to get to the partners right across the river in Louisiana.

Evaluator: You might now with Homer.

Pam: Oh yes, we have worked real close together.

When this first came out in April, I did talk to the state department head. They expressed their wiliness to work with and cooperate with us on that and to post state standards and technology standards. As soon as I know what I'm talking about I'm going to go back.

Evaluator: What are they asking of you, what do they want you to do?

Pam: Do a customized local TeacherLine Web site. The only thing we have right now is a link to learning services and then we list our services. In that list we have a link to Mathline and I have just posted in that a description of it, what it is, the elementary, middle, high school and Algebraic to show them the grade levels.

Evaluator: Then you have the master PBS page, then your page for the station.

Pam: On my Web page we just have this one descriptive page. In that line the PBS Home Page is blue and you can link right on to the Mathline page.

Evaluator: One of the things I think can be useful when you go to the PBS page link is when you go to the PBS page, there's a little green spot referred to as teacher resources, you click on that in order to find the Mathline tape.

Pam: That is what we do, our description of Mathline to PBS' Mathline home page, so they bypass all of the fun stuff.

Evaluator: What else do they want you to do?

Pam: They want a professional and development session between January 1 and the 30<sup>th</sup> of June for 30 teachers.

They're saying for those that are participating in TTI. This training session can be combined in Math training. They want 30 teachers to attend and the content training will be derived from TNT, TM or my institute. Those have not been formulated; there will be more to come on that.

We'll start with schools in your service areas, NCT and Regional Professional Cast encourages teachers. On Math, Mississippi contingent of this is doing their fair share of promotions. Since Vicki Shirley, our Calculus teacher our associate production, I'm sure she'd help us promote that. I have called her before on things about Mathline. She's mentioned them in her newsletter.

To promote the Professional Development Academy within their local professional development place, to work with schools in your service area to participate in teaching and learning. Mathematics and the TechKnowledge Certificate Program during the first year of the project, 15 Mathematic modules, ten core technology skill modules and five modules on Teacher Professional Practices will be developed. There will be more to come on that.

Active for the participating discussions and regulations information related to teacher files. There will also be PBS expression around the several conference calls, project reporting and the external evaluation.

They sent the agreement, which Kay got involved with our pushing because they called and said they needed it. She got involved and I do not think there will be any problem with signing it. They will send it to budget for us to have the money.

Evaluator:

How much is your sub grant - \$25,000?

Pam:

Most of that is going to be toward Web site development.

They did a pilot with about four stations. I went to Arkansas to sit in on her training session. Carolyn Pantz had an academy at the beginning of the school year Teachers she had recruited had participated. I've kind of modeled mine after her. That year I had one middle school group. That was when I had schools that had one phone line going into them. I would talk to a superintendent and they would ask why do you need another phone line?

They were willing to buy the computer, the computer was not the issue, it was the fact that it needed to be hooked up so that the teacher could get to the Internet and online and load the software



that was the Communications Project. We were before the curve on that. Now the state department has a statewide network and all the schools are linked so they have Internet access.

In a year it went from medium modems and the first class software to putting it on the net. They changed the scheme of things, in that we didn't need a state facilitator anymore. They were going to do this on the National Level to facilitate it. The teacher would still have to subscribe to it.

By then, we were working on another project, the Technology Challenge Plan and the teachers all had the materials, so we just kept using the material that they had received through the project and we didn't participate. They subscribed for the rest of last year after I encouraged them to. Then they started posting to the National server, because they then had Internet access and they could do that.

It came along just before we could really utilize it. It was a hard sell. It was \$500 each. I took it to a middle school in Granada. When I returned I sent the principal the invoice and she politely said everything we get from PBS on the television is free, why are you charging me \$2,000 for these teachers, we can't do this. She boxed everything up and sent it back to me.

Now that it's online and you have a video, I can see where this could go, if you had someone to promote with the station.

They mention the National Counsel of the Teachers of Mathematics. TeacherLine has the Teacher Source Tapes. That's different than TeacherLine.

The Teacher Source is giving them the opportunity to select the grade range; they can also do the lessons in that also. There is a way that they can access all those lesson plans, all the videos and close captioned scripts. They can order the set of tapes that they want.

Evaluator: They will have it online, because people are getting to the point where they can get to it that way.

Pam: I know that's a good way to do it, but there are still going to be a lot of teachers that still won't have access to it because they won't be able to download it or their computer won't be strong enough to do it.

Evaluator: So I guess the real question then comes Pam, what is it that you think in your state would get this up and going really fast? What is it that you need, that would help that part of it?

Pam: I guess money would help me beef up my Web site to let the teachers know about it. Promotional things to let them know about it, I have two or three little things in the way of promotional items, but letters or anything I have to compose myself. I think things that come in ETV envelopes sometime end up in the trash by the principal or whoever. The Librarians usually read most of what we send.

Evaluator: Is there a better way of dealing with them?

Pam: Last year at MC Team Meeting, we have exhibits at all the conferences. I've always asked to do the math one because of Mathline. I have information, samples, and lesson plans from the projects. I was telling them where to find them on the Web. Go to PBS.

One of the ladies that was going to be my facilitators, that was the year they decided that they didn't want to play that way, I had to call and tell her I didn't need her. She had me to send her both the elementary and middle school tapes, because she was so into it. She just loved the whole set-up and the program. She was doing a great job and promoting it within her school. She gave a presentation and she did one of these lessons with the teachers. They got real excited about it and came immediately after they left that session to our booth and picked up the materials.

That same year Cari Ladd came from PBS and did a presentation and if interested anybody could give me a call. We had made arrangements to leave; we were going to see this just until Friday. It was in Columbus and we went up there Thursday, set up and the exhibit was Friday. I had another commitment I had to come home Friday.

Had I known she was coming, I would have made other arrangements and would have been there. I would have shown her. She was coming from Washington. This is the kind of thing you love to stress, this is the contact person.

I found out that she was going to do a presentation when I arrived Friday morning. I didn't have a chance to see her, because we were in the Exhibit Hall and I don't think she came until late Friday or Saturday. See, that could have been some kind of contact. She

could have done her presentation and I could have been there in support of her saying that these services are available through ETV and I'm the local contact and I can help if you have any questions locally, you can call me. That kind of miffed me.

She got real good response to 30 or so teachers that were in her session all came. I told them about the tapes and how they can order them, they got a set of lesson plans and they each took an information sheet.

We printed a business card type thing with the ETV logo, the phone number and the Web site in general without a name on it. On the back we printed Web sites for teachers and we did classroom connect PBS.org and those types of things. They were red, so they were different and we passed those out at conferences.

We've done brochures with general things about learning service, the workshops, utilization of workshops and things like that. On the inside customize it for reading, social studies or science and print out the instructional video and other resources for science teachers and so forth.

With the \$1,500.00 they sent, we did these as our pull. Every teacher that registered in Mississippi, PBS was notified. James would send them to me and I would send those to them with my business card. I would welcome them to Mathline, hope they found the lists were useful to them and if they had any questions about the program, they had our Web site.

I didn't order many of those because they were expensive and used those as door prizes as the presentation. I ordered these and they come with two batteries and they just have our name on it. They are about \$2.00 each.

So what is happening with this is I give out the calculator. This is only my hand out. I usually try to hand order something different and then when you're standing there giving them something you're talking to them the whole time. So you can stand there, hold on to it and they have to listen to you until you let it go.

I thought to just have a drawing. If someone does something spectacular, I have a way to know that and during the presentation I'll ask them to email me for anything they do with it and if it warrants making them known. Teacher's work for little or nothing and if you send them a little something it's a little extra.

I ordered more of those; they're a dollar each. They turn on real easy and one gal's got turned on in her purse and the batteries wore down.

I have found that the teachers in the lower grades K-3 do not have as much time to sit down at the computer and surf or go to a particular Web site or post, even the ones in our grant didn't post at that grade level. They do not post to the forum as frequently as the four or five grade level teachers do.

When we were doing the middle school group, that group responded more than the elementary. I think it's because of time. They do not have any time away from the students. There is no down time. They have expressed that to me at our meetings. They don't understand how some of the teachers are able to post weekly and so on. They'd do good to go on and look and see what's on there. We tease them and call them the lurkers, the window shoppers. They get ideas from one another.

I have two educational specialists, one in each county that work directly with the teachers to order things, equipment and make sure they have cartridges for the printers. We work together to plan the activities that we do. They in turn work with the teachers to implement those things. They post to the web site to the forum and one of them posted up some autumn Web site from Vermont. She got these ideas and then she just transferred them.

The fourth grade teacher wanted to order the leaves from Vermont, she couldn't think what she wanted to do with them, because she is the Language Arts teacher, she's not really the Science teacher. So she went to one of the lower grade teachers and she said do a creative writing thing. Make leaf people and write stories about them and on and on. She posted that and if you run out of ideas just go ask a first grade teacher.

One of the education specialists is the younger teacher; the other one has 30 plus years service. The younger posts more frequently than the other. She feels more comfortable with the computer and that sort of thing.

Eva, the older specialist, will tear down a CPE, she'll pull it out, replace whatever's there, and she's learned to do that. She's more the hands on if she can fix it. It's interesting. Whereas the younger is more reluctant to do that sort of thing, she thinks she's going to

destroy this piece of equipment. It's interesting to watch their reaction to the new technology.

Evaluator: So you use the lists to draw more of them in.

Pam: These posts are always short. They'll post subjects. This one was about maps on the National Geographic side. She just said that on Friday we're going to use the technology in the classroom and they found a Web site to work with.

They use Galaxy Place and they posted that she didn't know exactly when the Galaxy Tapes were coming and when we had to start and she was working to do some cleaning out.

Evaluator: These are recent questions?

Pam: This is about the Web sites. They work Tuesdays on Social Studies and they just did a Math and grow skills and they used National Inspire. The classes were big and there's no way to gain much of the student's reaction. I just got a print, so that I have some sort of record that they are using the technology and I file them.

Evaluator: Do you respond to these or do you let them respond to these?

Pam: I let them respond mostly. Sometimes I will. One or two of them were posting that they were looking for materials on the maps. The next day or so I ran across a couple of books on Native American and some other things, so I put them in an envelope and enclosed a note. It pays to post on the forum. The next day or two they both sent me, thank you notes. I believe it was the fourth grade. They were studying the Native Americans, the fall thing and then they do the Pilgrims. She also does something on the presidents and government. I had found another book like who's been in the White House and it's a book about all the Presidents that have lived there.

Evaluator: Are you supposed to hold a conference?

Pam: Just one Professional and Development Session, one meeting.

Evaluator: When is that system supposed to be back up? Is it working everywhere now?

Pam: Pretty much they say, that is what the response is when you ask them about it. It was really difficult at the beginning. They had all these students attending the classroom, weeks go by and nothing was happening. I was wondering none of these stats were coming up. It was about to be all over before we got audited.

We said we didn't care whose fault it is, just get it fixed. I think for the most part it is working. I know vaguely about the scheduling, what they do on all this and that's as far as I want to get into it. It's like if you stand too close to paint you end up getting swept into it. That's what happened to me with the technology thing. Because I was the Mathline contact, they needed me to do the presentations to these teachers. So when the grant person had a baby and didn't come back, they said, you've been working with them you can do this. Now some dollars.

There are four technology specialists. We did utilization with the schools and state. We each four have counties. We have the state divided into quadrants. They do the same thing I do. We've had meetings, because they're new I have not trained them, but I have suggested the things that they talk about in their workshops. We have other services for teachers, we made a list of them and we mention them during those workshops. The fact that we have a Web site, we provide links to others and we always promote PBS' Home Page in that presentation. Our main thing for that workshop for utilization is the use of the instructional videos, that is what we are working to promote mostly and the proper use of it. That is the thrust of that workshop, through those workshops and that contact with those teachers.

Evaluator: So how is TeacherLine going to work with you and the other specialists?

Pam: Just giving them information about it and encouraging them to mention it in their workshops. It needs to be promoted. I haven't decided they're going to, if they discontinue the list serve on that they can measure the hits that they receive. I don't know that they will be able to tell where they're coming from.

Evaluator: Is your Web master here in the building? What you might do is try to work out with that person who is calling in or coming in. What part of your Web site are they going to, how long do they stay on the Web site, what part of it do they go to, do they download it, do they print it? Every server system does something different. I would very much like to know what the capacity is.

Pam: I'd have to ask him if we could.

Evaluator: If he says no we can't do any of that, and then ask the next question, what would it take to do it? It would be useful if we knew

who's coming to the site, because it would give you an idea of where you are having impact. If you are talking to a particular school district and suddenly people in that school district start coming in, in unusual numbers, then you can directly relate your work to their new participation.

Pam:

We do a utilization survey. I had to do those at one point. First of all there was only 30 percent of them sent them back. Then you have to resend it and maybe you get 20 percent of that, so you've only measured about half. They only kind of half do them and we use them to order the number of catalogues they needed at school. If they don't give us the number, we will send them the minimum amount, which is only five. Then they come back in September with we didn't get enough.

We do send out a newsletter also, a hardcopy piece of paper about four a year. This could be promoted in that newsletter, some publicity about it. Also at the presentation to the Math teachers, how that's going to work.

I think it will take a lot of working with state department and getting their support of it. When we approached this last May, I called them and it didn't know half of the new math specialists there that I had worked with before. I think if it has the support of that group, then your giving it the influence of other organizations and the two of you working.

We have to do contracts, it all has to be authorized and those kinds of things. Those procedures take time. State government you know.

I have been in touch and they know that this is in the works. She's just waiting for me to call her that we received the money. They seemed willing to work with present state things; state standards and it would give them a place to put that. I don't know that they even have a site like that now. The Department of Education has a Web site also. There may be someone at their site that could do this and we could just piggyback on that.

There has to be a meeting within these walls first to say we're going to do this and get our plan in order.

Evaluator:

Thank you so much for your time.

**PBS TeacherLine  
KCET-TV Los Angeles  
Cynthia Ruiz, Associate Director, KCET Education  
Jose Flores, Technology Consultant  
April 4, 2001**

Teri: Teri Denson with TEC the evaluation group.

Gary: Gary House, also with TEC.

Evaluator: Let's start with the back end part of this. What did they say was wrong with the server?

Jose: He says they've been having problems with it lately.

Evaluator: What kind of problems?

Jose: He didn't really know. They were going to restart the server.

Evaluator: So does that mean for future training's we should call them? They should sit by their servers?

Jose: Normally they shouldn't have this problem.

Cynthia: What caught us by surprise is that we had been on the server all day. We had been logging on to the whole site at the same time.

Jose: They need to find out what the problem is. Especially at the schools when they have hired substitutes and they are spending quite a bit of money and they can't afford to shut down the training at half way.

Evaluator: You officially had to shut down what?

Jose: About half.

Teri: So you lost half a day.

Cynthia: Virtually half a day.

Gary: The focus in the afternoon was in the modules.

Evaluator: How do you think you're going to get two and a half-hours that you weren't able to do?

Cynthia: Before each of them left I asked to use the key within the next couple of days. I remember being told we would be given keys just for these training purposes but these keys would only last for a few days. I hadn't really thought about how to follow up with them. Probably phone calls or emails to all of them. Ask them if they were able to get online. Just a simple phone survey. They didn't seem too discouraged that they didn't. Maybe it's because most of them were staff developers and were familiar with online learning.



Evaluator: Do you think we lost anybody.

Jose: No I think the three district people were very interested.

Cynthia: Four. Carol. In fact Joanne, her question to me was "Are you going to present it here and have a conference twice a year?" She was disappointed it wasn't here. Then she mentioned that the two affiliates had much smaller conferences of their own and she said we should do a presentation there and she also took the tape with her. She has a regional consortium of districts that focus on technology issues and so she wants to make the presentation of TeacherLine on May 3<sup>rd</sup> to that group.

Jose: The lady from the local district was going to talk to the Superintendent about it, she was excited about it. Carolyn from Local District B.

Evaluator: Go back up to the top of the day. Did everything flow the way you thought it would?

Jose: Pretty much the morning did. We had decided not to go into the academy section. We purposely didn't go into it because there is not much built into it right now.

Cynthia: That was just part of the walk through. Chris did a wonderful job in explaining and probably did about as much as we would have and gone into depth about it.

Jose: The site that he went to was just great showing the animation.

Evaluator: The line of sight from the training two weeks ago at PBS in Alexandria was like what you did today? Was there enough there for you? Did you have everything you needed?

Jose: The only thing we planned on doing more and didn't were the PowerPoint presentations. There's a lot of PowerPoint presentations but some of them are very short and when I started demonstrating the steps on getting to the discussion groups, when I started the Power Point, it really screwed up everything. They were looking at the Power Point Presentation as opposed to the actual Web site. So certain pieces didn't make sense to use.

Evaluator: These are all the ones that they showed us at the training and are on the CD's?

Cynthia: I think it was extremely helpful to have those and I would use those again but since we had such a short period of time I would now take the time I had before I had the next training and really go in and revise those. They are not quite in line with the presentation that's in

the book. I'm not sure I want them to be in certain points because I want them to be looking at the Web site and not the Power Points. I think the introductory Power Point needs some modification. Just taking some slides out and moving them around so that they make sense.

I think Jose and I both commented on quality of the training of guideline materials because I told you earlier that I just taken the learning section and had it photocopied and distributed back to the participates in binders. I thought that was a wonderful resource. Other training's I know when we create binders like that we really have to go through it page by page.

This I think was more something that they could follow along if they wanted to but it was really more of a take away resource. I would make some modifications also because I do think they should add the Power Points to their binders.

Evaluator: You could put those up on your Web site too.

Jose: That is an excellent idea because you don't have to switch from the Power Point presentation mode into the Browser.

Cynthia: So that could be on our local side and they could switch back and forth.

Jose: Then they could use the Power Point if they want to do a presentation when they go back to their local schools. I don't think the Power Points are copyrighted.

Cynthia: I think they were designed for us to use. If we modify them that's okay.

Evaluator: Did anything happen today that was a surprise?

Cynthia: The one question at the end, which I wish, she had brought up earlier was the teacher from Glendale because she was confused because she's participating in the online follow up. That's the whole discussion I had with them. They were kind of lost. They thought there was some online follow up to the institute and this workshop today, which there really isn't.

Evaluator: Did Bonnie think that there was?

Cynthia: No she wasn't thinking that but they were.

Evaluator: So all day they were looking. There were three of them? Which ones, do you remember?

Cynthia: It was the Glendale teachers. The one in the front, in the middle and the two in the second row.

Evaluator: It will change the way they filled the post survey

Jose: It would make more sense if we went through this again to have different types of participants here. More professional development, instructions of technology, more district people than teachers. One of the ideas is to be able to license this out to the district so they can do their own professional development. It makes sense to have those people who are in those positions be able to come and see this.

Teri: Do you assume then that the people that are coming here for the training are going to be the missionaries?

Jose: Exactly.

Evaluator: It shouldn't be because the contract says teachers.

Cynthia: We worked with Glendale on a number of projects so when we became involved in TeacherLine it just made sense. There was a very short turn around in terms of getting an LEA brought on board and information back for the proposal.

Evaluator: Exactly because it was coming together so fast.

Cynthia: Yes it was.

The public stations aren't set up to be certificate granting institutions. It becomes very labor intensive when taking about money. We did talk earlier in the day about corporate or foundation grants to give teachers computers. Now the proposition that KCET would be involved in that is very labor intensive. I know some stations that have gotten a challenge grant and created a parent program where they sent computers out to the homes.

I know in talking to the coordinator there it was very labor intensive because he became responsible for every computer in every home for that project. We would do the same and I am not sure if this station could support that in the long term.

The first brochure that I saw about TeacherLine was directed towards the institutions of higher education and it was "here's the fee to pay to PBS and you have to have your own facilitators. We might help with training but you should have your own training facilitators and you're licensing the modules and awarding the credit and recruiting the people but you're \*. So PBS, the last part of it is a form they filled out and attach your check here if you want to license "X" many of modules. I think they already have that model in place.

Evaluator: I just wanted to know what would help you the most?

Cynthia: I think the main issues go hand in hand. Who has the ongoing responsibility of training facilitators? Who has the responsibility of forging those partnerships between the institutions that are granting the certificates or credits and the district? The district may play both roles of providing the district level credits and licensing. Somebody needs to facilitate that and I'm guessing that PBS's idea is that the station somehow has a role in making sure all of that happens.

Evaluator: What have you thought about the facilitators? Are you going to train them? Are you going to send them to the one in Arizona?

Cynthia: My plan is to identify a handful of facilitators. From this group I can identify some facilitators to send in May.

Evaluator: They said they would pay for all this including their airfare.

Cynthia: Part of it is figuring out when does that end. Where does that pilot of facilitator training end and figure out how we collect. We need to charge for the facilitator training because we don't have money to do that currently. We're not getting it from PBS and we need to figure out how to support that. Is the station going to be responsible for it?

Evaluator: Does it become part of a larger national training facilitation group?

Cynthia: I didn't get a sense of how that would work. I got the sense that PBS didn't really want to have a whole lot of national facilitators.

Jose: They may want to create two different types of facilitators. In Arizona for example, the facilitators that they train there, they want to keep it in house. They don't want to share those facilitators with anybody else. It all depends on what the states or districts want as well. There could be a pool of facilitators that will facilitate for anyone.

Cynthia: Knowing the way communication sometimes happens in districts. I understood why when the teacher was asking the question, "How would I know or how do I get in and enroll. There is no enroll button." In a lot of districts teachers aren't told what's going on or a certain group is told but because there are a few schools, the others never hear about it. It's a very possibility that they may find this on their own and not realizing their district has hundreds of teachers involved in it.

There should be a way online that when you log in and want to enroll in a module that you can pull of a list of districts that are

licensed for modules. Then of course they are giving directions at which office in your district do you call.

Teri:                               Apparently registration in the long way -- I know you have to specify whether you're a teacher or whatever, is there a place where they actually specify it? It seems that it would be advantageous to capture that right at the outset because then they can say at the module, "here is the person to contact".

Jose:                               "These are your options".

Cynthia:                         Maybe I missed this but on the box it says "Need a key" but is there an explanation of what the "key" is? There is nowhere where it says, "You need a key to enter a module".

When we gave them the key and they got in initially and saw a list of modules that they were enrolled in. They were shocked because they were free.

There were the conference calls about the keys. As if it were vitally important that they give us keys for this training. I went through the entire whole thing about what we wanted and based on the participants, who were coming, I wanted to pick ones that were interest to them. I know PBS also had to do a lot of jumping through hoops to make sure I got the keys. Then that didn't make sense. The email said "Here's the key for this course, here's the key for that course".

Jose:                               I think to your response that you gave them was correct. When you do your profile and your matrix, you say your targets; it automatically puts on your modules that you should take. Just because they're there doesn't mean you can access them. That hasn't been articulated very well.

The problem is you can't see the wish list. You can put it on the wish list but you can't click and see it.

No, you can display the courses that you've taken. There are three categories but you can't see the wish list by itself.

Cynthia:                         We did see the wish list from the bottom.

Teri:                               You click on it and you see the wish list but when you go to the modules you see a different list. How do you get a module from the wish list back to the modules?

Cynthia:                         There should almost be on the wish list, enroll. Then you should get a list or options.

Jose: That's where the idea about the options would come because it is all going to be in a national server. Your district may not offer it but another might. The problem also is the fee will vary from district to district or state to state. Some may charge \$100.00 or some may charge \$50.00. Are you going to list the price as well? There is no standard on price listing.

Jose: What happens if you license the modules or the keys, they're still going to have to log into the national site.

They won't even go through the district servers. The people, once they log in, they take the course at the national server. Everybody is pushing to the national server. They can log in anywhere, at school or home. That's why it is important the national server people have these servers set up accordingly because one this thing is up and running and it's going well, say you have three thousand users to one module and they are accessing it at the same time, this thing breaks down. You have three thousand users not being able to access.

Jose: That's the question Jo Anne had at the meeting about the software needed for these modules, some of the infrastructure that is required.

Cynthia: It's interesting because we also participate in literacy and I know the way literacy handles this because it is built on very much the same module. Learners are out there and they are going to need a teacher record that is online. They may be doing this on their own and watching the series on television, have a computer at home and they can log in to PBS, TeacherLine and they can sign in and there's lessons. They don't call them modules, they call them lessons.

The lessons follow the workbook; they can look at the television, call the number, get the workbooks, and get the Web site address. When they log in they get a facilitator list. You pick one and it sends a message to the facilitator. The facilitator gets an email message that someone is trying to join his or her class. That's the way that happens. When they license it to a site, there is a teacher there in the classroom. The bottom line is the user is able to easily select a facilitator.

Jose: Do they charge a fee?

Cynthia: No, users are not charged a fee.

Evaluator: How is the Web page coming and who is doing that for you?

Cynthia: KCET has a Web page that we maintain so we have a small group of people that maintain our Web site and so we rely on them to put together the pages that are necessary. They don't pull the materials, that is my responsibility to get the content. The templates were just templates. The Web page designers were used to working with master files because typically the Web site is all layered. You need to get into all those layers to manipulate a site.

The templates are very static. I can do that. He is really trying to build in a graphical look to it. Some type of arrangement. You couldn't do it without the master files and when we talked to PBS they said they weren't sending master files and not giving us access to that. We need to work around that. The template came with the TeacherLine logo and the navigation bar is live and they work.

If I put that template on our server and click "My Portfolio", it takes you to that point in the TeacherLine Web site. You did not have to log in nationally. I didn't notice this and the Web programmer asked if it was suppose to be like that. He took that off and I'm not sure if we're supposed to or not.

Evaluator: Did you tell anybody?

Cynthia: No because most of it was over the last couple of weeks and we haven't debriefed it. He may have talked with them yesterday. In general I think the templates have been very helpful in establishing what the expectation was to be on the local page. Originally we were told that we would just be putting anything we wanted on that page. This provided more of a structure.

Evaluator: It looked good.

Cynthia: The only thing I'm concerned about having a local site, a national site and an LEA site is how many clicks it takes a teacher to get to somewhere of interest. The participants today said when they hit the KCET education page there was a list of things about education, video conferencing and then it said TeacherLine. They thought that was too...

Jose: It was too hard to find.

Cynthia: Plus the place it came in the training they were already identifying TeacherLine. They were suddenly on a page with blue and white type.

Jose: Maybe we should have started with KCET, get into TeacherLine and then just stay on it.

Cynthia: We talked about that. Then they click on TeacherLine and then there's the log in. Then they log in and there are five more clicks to get to their modules. That's pretty deep. Then if they're going to the district.

Jose: There are a lot of things that aren't working. The national level, there are links that are broken. It gets very confusing because when you highlight a certain area, I was in the community center, when you roll the mouse over, you are still in the community center and it changes everything but you are still in that center. That is very confusing. The thing keeps popping up all over the place.

Cynthia: Suddenly you start to build a scheme in your head of where things are located and sometimes if you glance up at the screen at the wrong time you get your marker all mixed up. It highlights differently and it doesn't roll all the time. With the KCET it needs to be built up.

Evaluator: You haven't had it for a long time, only about two months.

Cynthia: You have to hold all the chat features and discussion board, those aren't going to be very rich areas until we start having people enrolled in those modules. I'm not sure we would organize chats just about California standards or I'm not sure we may at some point.

Evaluator: Everything comes on at the East Coast time Does that start bothering teachers here? Is it a problem or is it better?

Cynthia: The time I have been on the chats, there are always comments about how late are you going to do the time. It didn't seem to discourage people, they just had to rearrange their schedule but the reality is there is always a certain percent who are not going to be able to participate.

Jose: One might be a problem is, if there is a beginning teacher. You need two plug ins to look at the modules. Unless you know how to install them, there are a lot of tricks. The first one that comes up is the one that charges you money.

Some companies, when you purchase a CD ROM the plug ins come in built with the CD so that it automatically installs them for you so that the user doesn't have to worry about going out and finding them.

Jose: I go in there and I really have to look for it.

Cynthia: The same thing came up with the Literacy Grant. Why they tried to make it so simple because their audience are pre GED and



they are not people who have had a lot of computer training. These are people who are very sincere about their education and getting information.

I do think TeacherLine is very complicated to get into.

Even though there are a lot of interesting things that are already there for the site, in terms of marketing and showing how it fits with the modules. I think that becomes the issue is, are these all separate or linked products? There has to be something that drives people to that particular product.

Evaluator: I think if they want to. If they're feeling they don't have enough information and if they know if it's available.

Cynthia: Maybe that will become clearer when there's more math modules. Right now they are mostly technology. In the modules it should ask them to link to the Virtual Academy because there is going to be a lot of information there. I'm not sure I see the links.

Jose: What they have to do is rethink the whole interface. Stick with what's working, get rid of what's not working and make it more user friendly. You can definitely get lost.

Cynthia: All of that leaves you with the impression that it's not connected somehow. It's different groups or people developing this. I'm not quite sure how to respond to Virtual Academy or how to market that or better promote that with the teachers.

I think part of it too it the intent. Of course the intent is we want the teachers doing all of these different aspects of this professional development side. There are going to be teachers who just say the modules are what excite them and that's all they look at or have time to look at. I'm not sure if we're ever going to get to the point if we can evaluate one teacher on all aspects of the Web site. I'm not sure if that is negative at all.

I think we've mentioned a few things like make sure those darn modules work. Rearrange some of those PowerPoint presentations and I definitely want to make sure that we don't have any fire wall issues and go into Tapped In. Even though I hesitated doing it because it's a different environment. It's yet again a different interface, another "what is this?" I think I do want to go into Tapped In a little bit more.

And another registration. That's why I was hoping to gather some information about what they thought about this that worked or

didn't. Even though we didn't get to a significant section of the workshop. Did they think it was going too slow and I know for certain for some people it was going too slow it could have been much faster than we were able to do. I guess you're going to find that in any workshop where you just kind of recruit a group of teachers. To gather that sort of information about materials of the speed we went through it or were there things that we missed saying that was a critical piece for their understanding, introduction of the project.

Jose: I think if the audience is going to be professional development people at the local districts, they can easily get in a board. They can go for those sections later and quickly at a community center.

Cynthia: I would think it would be true if we had teacher's there or staff development. Teachers are still going to say, "what's the model?" So it's not really too much different if we do it for teachers or developers. That whole section in the afternoon needs to be defined more clearly. I don't know then because then we turn around and say then it's up to your district to tell me what association is with the Universities of the Board and Credit. I can certainly give them an outline of how it's supposed to work or how much it could cost for a district. If I had those numbers and a plan in place and knew those were facilitators and goes back to our earlier discussion about all those pieces need to be in place to talk to them.

What I think I got from Ruth Ann is her expectation from these trainings. That these teachers the next day would go out and enroll. Then the next week they would be working through a module and then the week after that they would be implementing in the classroom and four weeks later we would be able to evaluate the change in their professional practice. I'm not sure I have enough information do that from what we have in this book. Then again I'm not sure that was the purpose of this workshop.

I think when the LEA's put these workshops together, they are going to anticipate all of these questions because they can. They can then just have district meetings and then come up with questions. This isn't going to be much of an issue for them.

Cynthia: Maybe we should let her know we have this expectation of her.

Evaluator: Did she set her training date yet?

Cynthia: I don't know, I forgot to ask her that before she left.

Cynthia: There's a difference between the message and if it's being delivered by an LEA or by a station. Nobody asked the question today but I'm sure they thought it and people have asked it at other training's that you do, "why is a public television station doing this?" Because most people don't think of public television stations doing training or ever being involved with technology. They think of Sesame Street or whatever broadcast programs that they like. Teachers of course know there are educational materials related to a lot of the shows. They are familiar with that. Even though we have grand recognition and that is worth a lot, there is still that nagging question people have of "what is your roll?"

Evaluator: Are there other things about today that didn't happen?

Jose: Well we talked about the keys not working.

Cynthia: We worried that the new keys that we had just gotten for the courses, we worried that those were not going to work. We tried a few of them out and they seemed to be fine. We said that if they didn't work or had a problem with any of them then we will just go back and just do the one that we know worked.

I'm wondering if in the future I would ask the question if we could, again, Literacy Link gets around the whole issue of low computer speed and streaming video by putting all the video quicks on the CD ROM. So that if your computer is slow you just pop in a CD-ROM. I'm wondering if I can get a module on a CD-ROM so that in case the server is down, it will never happen again but just in case.

Jose: Maybe we don't even have to get into Blackboard but just a simulation.

Cynthia: So maybe I need to be more familiar with Blackboard to understand that because that never occurred to me.

Jose: So they host the content?

Cynthia: I thought all of that was just a Web site.

Evaluator: It's a learning environment.

Do you think there is a clear understanding of what a facilitator is?

Cynthia: No. We had talked about that and remember there was a button that says instructor. We had a disagreement about who that is for. It is for the teacher in the classroom and then you look closer and it's no that doesn't seem to be it. Why would anyone who logs in be

able to see directions for a facilitator? I don't understand that and why do they call them an instructor and not a facilitator?

You asked me very early in the day when we were looking at the list of modules where it lists the ones you're enrolled in and it says "Student learner", "administrator". I went in under "station partner"; it listed them all as "admin". I don't know why because I have logged in before.

Jose: Maybe these stations are automatically kicked in as administrators,

Cynthia: I'm not really sure but what is the difference between a student and a learner.

I'm not sure the terms are used consistently.

Jose: No, they're not. The student-learner, you got the instructor and then you have the administrator and a facilitator.

Cynthia: I think if you read through the copy in a lot of different areas, its use is changing. Especially the term's "teacher" and "learner" are used interchangeable.

I'm not sure of these terms are things that we noticed in our own training a couple of weeks ago. You would think that these bugs would have been worked out.

You saw TecKnowledge on the video and not on the Web site. That's confusing because you say to yourself that there is a Virtual Academy, The NCTM Institute, there's the TeacherLine Web site, there's Blackboard, there's Tapped In and there's TecKnowledge. I'm completely and totally lost.

Evaluator: When did you get that tape?

Cynthia: It was sent to us after the first NCTM Institute and they started sending us the binders. The video came in the box with the binders and the brochures. So we have something to change for next time. If we show it, we just show that clip.

Evaluator: Would you consider using only teachers and only Tech people? The staff development people or do you think it's a mixed work?

Cynthia: I think we should do one or the other because the questions came from two different camps. Obviously they were looking at it from very different points of view. That didn't bother me at all.

Jose: It's just that the staff development people want to know, "how can I take it".

Cynthia:

I don't think it hurts either group to hear either of those answers because the teachers need to know how is my district going to roll this out and the staff developers need to hear the questions teachers ask because they're going to hear them eventually when they try to roll it out themselves. I didn't see that there was anything too bad except for the staff developers who are Techy's can get so far ahead.

I thought they were extremely polite about it. They didn't make it obvious that they were going off and doing their own thing. I had been in trainings where it's rude where you want to ask them to leave. I think that's the only time. Otherwise I say it could be one or the other or both. It doesn't matter to me.

If you really wanted to start building, start forging that partnership that nets has to be in place, the station, the district and the university. What I would do is, I would work through a district to identify just teachers and maybe even work with a good staff developer to identify a group of teachers at a school. So that when the teachers came and said this was great, now what do I do? I would say why don't you go and talk to so and so in your district about what you would like and then have them come talk to me.

So the circular conversations about getting together that I can help. So they just don't block out making cold calls to their districts. Having to sell it themselves when they're probably not in a position to.

Evaluator:

Then they're thirty to forty minutes on the phone explaining what TeacherLine is again. So it would be a cohort. It would be through the districts, a staff development person and group of teachers that they have identified and they would come as a cohort?

Cynthia:

Yes.

Evaluator:

Do you see them eventually doing their own training and even more so at the district?

Cynthia:

Only if they have bought a new license. Then they would do that level of training, otherwise no. That's like thinking that they're going to think that well they didn't adopt that math textbook but it is really good, let's do an in-service on it. Then it going to happen.

Glendale may have gotten money from the grant to do something things but I don't see where you need that to say where Joanne to become involved because she is willing to identify funds and those groups who have money. Her question about "how do I

become an LEA” took me by surprise because and I basically told her if somebody were invited. Again that doesn’t seem to be the real purpose of today’s outcome of today’s training was to get them to figure out how to be part of the grant funding at all.

Jose: She’s looking ahead.

Cynthia: I think it is her misunderstanding of how the project is operating because I don’t really think she was saying “I would like \$50,000 too,” she didn’t seem like she needed it.

I don’t know who called whom first. I think she found the site herself. I may have mentioned it to her in the phone call. I should give her a call to clarify that.

**PBS Riverton  
WPTV  
Greg Ray and Ruby Calvert  
February 7, 2001**

- Ruby: I was surprised when you said that we were not one of the stations that had an LEA because Greg and I thought that we did.
- Evaluator: Whom did you think you had?
- Greg: St. Stephens. We'll still work with them. We'll work with all of the schools. Our focus is broader than just that. The problem is that there aren't 30 math teachers locally to come in for a conference.
- Greg: Okay, well what we are doing, just so you know, is because we are so short staffed we are putting someone on at least full time temporary to get everything geared up. Then after we kind of get geared up we'll see how much involvement we want that person to continue to have. We have got to have somebody to coordinate with schools and make phone calls and coordinate with PBS and all of that. In fact we are reviewing applications right now. We suspect that within the next week we will have a person hired. We really don't have enough staff time here to do it ourselves nor do we necessarily have the expertise.
- Evaluator: That's okay. You don't necessarily have to do it yourselves.
- Greg: That was the proposal I made to Ginny Goldstein and they signed off on that.
- Ruby: They have scheduled the training for March 22<sup>nd</sup>. One thing that would really help, and it seems like they still haven't gotten an answer out of the Department of Education, is whether or not we can conduct a workshop.
- Greg: April is just way too aggressive for us. We need to try to look at June.
- Evaluator: The only thing I can think of that you could do is that you could encumber the money
- Greg: I don't know how we would encumber money.
- Evaluator: Well if you are going to pay somebody to run it.
- Greg: Okay, we'll encumber that. Yes, they are in charge of working on the Web site and they are in charge of getting the conference together and all of that.

Evaluator: If you've got the Web site done are you actually going to hire a Webmaster?

Greg: Yes.

Evaluator: All right.

Greg: Well, we will have a student do it.

Evaluator: Darrin has many.

Greg: Right, we're basically using one of his students. We have a separate contract with him to do it. He'll maintain it for us, too.

Ruby: I was just concerned that if you had to turn in evaluations and if we had to had evaluations done before June 1<sup>st</sup> or whatever that we wouldn't have our workshop. We could just see this really quick turnaround here if our person goes for training on March 22<sup>nd</sup>. The end of April is just really difficult for teachers because they are getting close to the end of the semester.

Evaluator: They geared this up and they made it retroactive to a start on June 1.

Greg: Frankly that was a real problem for us. They made it kind of retroactive and you're thinking you didn't really have those months to be working on this.

Evaluator: Right, you didn't have the money and you didn't have a signed contract.

Greg: April is really aggressive.

Evaluator: What do you think about May?

Greg: May might work. It depends on the person who gets in here. There are several issues that we are trying to resolve. One of those is that this person has got to work with the Professional Teaching Standards Board. We want the teachers to get credit for this, certification. They have got to coordinate with the Professional Teaching Standards Board and they have to coordinate with the schools of course. Then they have got to be working with our Webmaster to get the Web site component completed so there is just a lot of tasks to do in a very short period of time. It would be easier if we were just dealing with one school district. That wouldn't be so hard. It's when we are dealing statewide and coordinating all of that statewide where it becomes a lot more difficult.

Ruby: Right.

Evaluator: Your contract says you have to do 30. Are you going to try and do more than 30 so that you end up with 30?



Greg: I don't know. We're going to try to make sure we get at least 30 but it's a small state. Thirty in California would be easy. Thirty in Wyoming might be pretty interesting because there are what, 107 schools in Wyoming?

Ruby: It depends upon whether you are talking about junior high or high school.

Greg: I think there are 107 total schools. You look at that and your potential pool of participants is relatively small. We want to show good faith in trying to solicit as many participants as we can. It isn't going to be just from the Lander-Riverton area that's for darn sure.

Ruby: I think you're right Greg. It's going to be very difficult especially given the distances to pull teachers in from around the state to one location. What if you held a couple of workshops and totaled 30?

Evaluator: I think that would work.

Ruby: I can see us doing that. If we'd like to do one out here we are not going to get teachers from Casper and Gillette to come out to the reservation. Potentially if we held one in Casper we could get good participation.

Greg: I don't think there is a problem in holding more than one. I think that they are trying to shoot for the 30 in terms of total number of participants.

Evaluator: What if you used the distance learning classrooms?

Greg: We could potentially use the state network.

Oh you mean Star system? Oh we can use the Star system to do everything in Central and Western Wyoming. That's not a problem. Yes we can use the Star system for that.

I am putting in the codex to connect with Jackson High School. We as a public television are doing that.

I want to get it done so we can start exchanging classes back and forth in a broadcasting area.

Well that is supposed to be done in May. We'll pray. It could be another nasty fire season. Actually snow is not going to be a real issue.

Greg: Our new Educational Services person is going to have to ferret out all of this.

Ruby: One thing that we found out in talking with a couple of schools is that we really need to market one on one. Our Educational

Services person is going to have to go out and talk to principals and market the actual training I think.

Greg: Yes.

Evaluator: The other person who could probably help in that a lot is Sandy Barton. She is already out there marketing Star Schools.

Greg: She's on the selection committee for the person for this job. They are calling it an Educational Services Coordinator just because we see it a little broader than just this project. We'd like to be able to ultimately keep that person on so that we can have someone dealing with schools and colleges and everything.

Evaluator: What will you do with the certificate component?

Ruby: We talked about that but it's not upper division credit.

Greg: That's a problem for teachers.

Ruby: That is a problem.

Evaluator: Talk to Darrin because he's already got a bunch of other things in place where it could be upper division.

Ruby: Okay.

Greg: CWC can't offer upper division.

Evaluator: No I realize that.

Greg: We could through the University of Wyoming or through the University of Great Falls because we have articulation agreements with the University of Great Falls. Ironically it may be easier to do it through the University of Great Falls than through the University of Wyoming. I could be faster but we'll see. We've got good contacts up there.

Evaluator: Would there be interest in having both do it. They go to different parts of the state and if somebody just wants CEUs or lower division credit then they can do it with CWC.

Ruby: It's cheaper.

Greg: Most of the time though they can't get their pay at their school. Their certification is tied in with getting at least upper division credits so getting something through CWC is of zero value to them. What I've found over the years is that there is no interest from teachers in taking a class from CWC as a CEU. They want upper division credit.

Greg: It doesn't make any difference to me. It's just whatever is going to be more saleable. Maybe you have either one available.

Ruby: At least articulate that.

Evaluator: Yes so that you can do both. Their real concerns are does what this is match up with national standards and pretty much who cares. What they are really interested in is does it match the district's standards?

Ruby: Is there a value for delivery through Star Schools even though people may not be using CWC credit?

Evaluator: You mean deliver it through the Star Schools distance learning classes?

Ruby: Yes.

Evaluator: Yes. The classrooms are there. In some cases they are buying their own equipment. There's nothing being pushed out so it's a matter of getting the rooms opened for those mornings so you are able to go to St. Stephens and all of these other places where they've got the rooms. Riverton has rooms too.

Greg: The value is that the teachers don't have to come here.

Ruby: Yes, but I mean for CWC. If they don't have anybody registered for their credit why would they do it? We might have to end up reimbursing them for technicians or whatever.

Greg: That's insignificant. I'm not worried about that. We can also potentially use the state's compressed video system.

Ruby: I think that would be really hard to do over compressed video because you are trying to help teachers step through those modules. I think the jerkiness of the compressed video would be a problem.

Greg: It slows it down.

Ruby: I don't know about WIN.

Greg: That is WIN.

Evaluator: The Star Schools Network is not like that. It has a much higher capacity. I don't think you would have any trouble with that one.

Greg: Anyway, we can look at any number of ways. That's not something that we will solve today but the Educational Services Coordinator is going to have to see how we can get back to the participation or whatever it's going to take. I think Ruby is right. It may be that we have more than one session.

Evaluator: If you think that is the best way of doing it. I like the idea of using the technology to sell the technology. Most of the time these teachers have never taken anything that way and they are not sure how it works. Getting 30 people together in a computer classroom

where you are going to be able to show them that is going to be a problem I think.

Greg: I don't really have real frustrations other than the conference calls, which in my view have negligible value.

Evaluator: Because?

Greg: It's just that discussions kind of go all over the place and never have much focus. They might have an agenda but they never follow the agenda so the discussions just kind of free form. It seems like it would help me out more if there was more of a schedule of what we need to do by when and how are we going to get that done and how can we help make sure the people to get those tasks done by such and such a date. It seems too free form to me right now. Other than the contract we got in December which says you have to have this workshop there is not really a good clear definition of exactly what you are going to do. If you are trying to go from the contract and figure out what you are supposed to do you'd be DOA. There is no way you could figure it out. You'd say "What the heck is TeacherLine and what are we supposed to do?" It doesn't really define it well enough. Maybe I tend to be too linear sequential in that way but I really would like to see the tasks more clearly defined and then some kind of a mechanism to say here's how we are going to get these tasks done to help each of the participants get each of these tasks done. That's my take on things. You might have a different take.

Ruby: I would agree that some of the teleconferences haven't been as productive as others but I think the good part of the teleconferences is kind of like going to Weight Watchers. By that Friday you should have looked through this material and you should have done X Y and Z. They seem such little incremental steps. They're not the big things that Greg is talking about. One thing that Greg and I talked about, which in retrospect may have been a good idea and maybe it will evolve toward that, is maybe using more regional coordinators. I hate to say this because we are sort of in competition with KRMA out of Denver, but they are on this project. If they have somebody who is trained and already doing a great job with workshops it seems kind of crazy for us to put somebody on part time temporary or full time temporary to come up and do two workshops a year when maybe the most efficient thing would be to have a regional trainer.

Greg: A critical thing for us is to have somebody who can talk to the schools and try to promote educational services from Wyoming Public Television. From our standpoint there are still some other benefits. I think Ruby is right though. If you have 14 participants in this project you probably could have one trainer if you do 14 sessions around the United States.

Ruby: We're building infrastructure in a sense with this person and making contacts with the schools and that will do us good in the long term. I suppose if I'd have been at the top and looked at how you could do this more efficiently I would have said maybe we can look at regional trainers. In the end I think that this will do us more good as we sort of explore setting up these relationships and how we can help schools. It's been a long struggle. We've worked on trying to cross this bridge for a lot of years. How do you get K-12 schools on board? They don't want to pay for anything because they don't have extra dollars in their budget. In fact there are so many different things being thrown at K-12 teachers now they don't really want to deal with more of anything. It's how do you sell it and how do you reach them such that they know that this is going to be important to them? We have some hurdles I think.

Evaluator: I think you've described the biggest one.

Ruby: What is the basis of the evaluation

Evaluator: The evaluations will be based on two things. First is the professional development for teachers. Where were they and where did they end up? What are they doing in their classrooms because of this and how have they changed? What perceptible things can we see

Ruby: I have talked with one teacher back east who has been in them and says they are great. What I'm wondering is if the superintendent in Dubois really thinks that advanced placement classes seem to be one place where these should be used. Riverton doesn't have any AP classes. Do you have any of those modules that would improve AP coursework or AP tests?

Greg: That's not the focus of TeacherLine.

Ruby: What about in terms of math advanced placement?

Greg: The focus of TeacherLine is on the teachers and not on the students and you're talking about a student focus.

Ruby: Yes, but that's your second outcome.

Greg: You're right.

Ruby: If she really needs to show that more students are going to do better in something that might be one area where they could do better.

Ruby: I don't know if any of those modules really talk about math enhancement for teachers so that they can develop those AP abilities or whatever.

Greg: Well they are mathematicians, right?

Ruby: That's one of the things I am really confused about. What will they do with the video that they take from these NCTM workshops? What would we do with that?

Evaluator: It's going to become streaming video. It'll be vignettes. It'll be a teacher talking about how I took this principle and did this with it in my classroom. There were some hands on activities. There's a whole bunch of things that they will be doing with it but he's going to have to add more to it to be a stand-alone academy on-line.

Ruby: Okay that's the idea.

Greg: I guess I'm a little fuzzy on the academies and the relationship between the academies and this project. Ruby and I were thinking as we looked at this that the teachers needed to attend the academy. Then they would use the Web site and then they would attend the conference.

The one that we are supposed to hold for the thirty teachers. We weren't sure if that was really right or not. So we are saying, what is the relationship between the NCTM academies and the Web project and the conference? We were confused to be honest.

Evaluator: I think they work in tandem but you don't have to use them both. You're going to be promoting both, talking about both of them. The main thing that will be going on for the TeacherLine certificate is going to be integrating technology into the classroom. It's a series of things.

Greg: That was the focus of the NCTM conferences?

Evaluator: No. The NCTM conferences are totally math and for math teachers.

Greg: Is it how to do a better job of teaching math to your students?

Evaluator: Yes.

Greg: How does that relate to the TeacherLine project then? I am confused.

Evaluator: If you did take the NCTM academy first and you are a math teacher and you are going to begin to use technology you would be up on all of your NCTM standards first.

Greg: You would have already done those as a result of the NCTM academy?

Evaluator: Yes.

Greg: You wouldn't necessarily want to participate in TeacherLine then?

Ruby: Okay, so the virtual academy will be on-line, on the PBS Web. If teachers can go there they don't have to register? They can just sort of supplement?

Evaluator: There will be registration for it. It will be free.

Ruby: It is not integrated into our certificate process.

Evaluator: No.

Greg: It's a virtual version of the on-site academies that are being held.

Evaluator: Right.

Ruby: It's just math.

Evaluator: Have you gone to any of the Tapped In conferences?

Ruby: Yes, I did tap in one night. It was kind of unsatisfactory I thought. The look of it was fine. It just didn't seem like it was very productive. Maybe I'm not up to speed on chats.

Greg: Something that I think would really help, if you would be willing to do this, is when we have our educational services person on-line that he visit directly with you in terms of the kinds of outcomes you are looking for from us. That way they will be absolutely crystal clear hearing it directly from you and from Jeannie and so forth.

**Karen Thurston  
WPTV  
Riverton, WY  
July 12, 2001**

Karen: So I will call him for sure.

Evaluator: Can you just call Tim and remind him that you are having your sessions and you are the only one that is having one tomorrow. Get a telephone number so that you can contact someone at PBS if there is a problem with the server. You could check and make sure Blackboard is up.

Karen: Is Blackboard the discussion board?

Evaluator: This is where you would go to the modules and access the courses. It's a learning environment.

Karen: One of the things I feel about is I want three choices on how to do something. I only want one. I really feel like I can speak were most teachers are coming from.

Dave that is working with us, I think he is a very good high school math teacher. Remember you met him in Arizona. He's done a lot with technology and computers. He is the one in their high school that's always doing these things. The others are really aren't. I know some of the teachers that are going to be in the workshop tomorrow. I feel I can really relate to them. If they see too many choices when they go home, I know we all have to learn and I've learn in this job things can go wrong with technology. You better be patient or totally forget about it.

The other thing I have learned that if this one does work then you try a different way.

Like there is more than one way to skin a cat. I do think that there are so many choices that we don't need. Even Dave said, "I don't want two or three choices on how to do this. I just want one and want that one to work."

The other thing we were look at, and maybe you are not the one I should be telling this to, but when you go in to look at the course and there are so many. Is there any way of simplifying it? Maybe there isn't? There are sure a lot.

Let's say you pick a course that you are going do and you are going in and you are looking at announcements. Well, that's okay.



Evaluator: Yes

Karen: Module information. When you get in to that part module information assignments there are so many to click on, to click on and to click on.

Evaluator: Yes. That's Blackboard and that is the learning environment. So what you are doing there the designers, the instructional designers put those courses together. Instead of doing it by snail mail, you are doing it by email.

Karen: Yes.

Evaluator: The whole point of doing material online is the interaction. So teacher's can learn from one another, because most the time you don't have that chance.

Karen: You're right.

Karen: Ruby is pretty good. In a way, she doesn't have a choice, but I like it in the fact that she knows I know what needs to be done and she let's me do it. I really don't understand why they didn't bring somebody into this program earlier.

Karen: In a way it was an amazing thing that they had such an enormous undertaking to do. It could be five years if you really tried to get it going.

Evaluator: I would be glad to. I'm not here to evaluate what goes on. They will fill in their forms in the morning, which is really the benchmark. Then they do the one in the afternoon, which is just what else do you really want to know right now. Essentially, tomorrow what you are doing is introducing the program. There is really no content learning.. I'm not evaluating your skills. I 'm here to see what goes on.

Karen: When you say the teachers, do you mean the teachers that are going to be working here tomorrow.

Evaluator: Yes. Your group that comes in tomorrow.

Karen: They are really going to be the meat of the program.

Evaluator: Exactly. Next year you will have to find another thirty.

Karen: See I don't think that's going to be a problem. This was because of the time. It was a bad time of year. We have twenty-five and we have twenty-one computers, so we are counting on two or three not showing up.

Evaluator: Yes. How do you make your thirty then with your contract?

Karen: We are trying to set up one in Cheyenne with twenty-seven.

With these we are doing it through State Department Re-certification credit. So we have to have them for seven hours. Not including lunches or breaks.

I think in the fall, I think when we need more teachers, I think there are several great possibilities plus are LLA's. I think we will go and probably try to do a half day one.

When you get into a LLA, they want their teacher to be among them. The administration will hopefully push a little bit.

I really don't think we are going to have a hard time after this time.

Evaluator: You wouldn't have them in front of a computer, but you could have times where like if you had a distance learning classroom.

Karen: Are you thinking about that big room.

Evaluator: One of the big rooms. There's a smaller room. There is one over at the high school. There is totally going to be five. Eventually, there will be one Jackson. You could go in and use those rooms. You could demonstrate for them all the things that are online.

Karen: You would do it up there on the computer yourself and they would be watching it.

Evaluator: Yes, they would be watching it. You would tell them how to take notes. You would give them a sheet. So let's say you did that for an hour. Then you could say how go over to the computer rooms, go online and do it yourself. You could have a facilitator in each of the rooms. To help them through, because there are trained facilitators at each one of those distances learning classrooms.

Karen: It's wouldn't have to be our facilitator.

We have some really good contacts. I met a lady in Cheyenne. That will go to, we are hoping there is a facilitator training from Denver.

In July, she will go to that. She couldn't go in June. So I think will be able to get people like that. I've never done anything like that distances learning, I think it's just the matter of you just dig in and do it.

My friend teaches, she will be in the class tomorrow, at Saint Stephens. They have so much going on.

Evaluator: If you were able to utilities those classrooms for TeacherLine.

Karen: Several, of them are from Saint Stephens are going to be in the class tomorrow. That's their biggest group representing the Saint

Stephens. They were great and one of their administrators Jolene Webber. Have you met her?

Evaluator: No.

Karen: She will be here tomorrow. My friend said she really pushed hard to say you need to take this. I think if she is sold on it and likes it. We should meet her tomorrow. She's a Native American.

Evaluator: Okay.

Karen: I'm going to do a brief TeacherLine overview. I did have the slides that came on the PowerPoint. So I thought I would have them on the background.

Do you think we will have any sharing time. I have a slide that gives them directions. So they will be able to look up there. What did you think was real interesting about it or what did you like? What was unusual? What was good?

**Ruby Calvert  
Karen Thurston  
WPTV, Riverton WY  
July 12, 2001**

Evaluator:

Ruby, what I wanted to talk about with you was one of the things we are trying to figure out with PBS the old model of the one way communication. Obviously, isn't working very well for TeacherLine and things like that. So one of the overwriting concepts in the evaluation is to try to identify a better way of decimating information in letting people know what's going on. I think on this one what actually happen at the beginning there was a lot function making that the stations could do stuff. That stations kept coming back and stating that we don't have any expertise to do that. What are you thinking? So the process this group or station. I interviewed you at the beginning of the grant.

You know, Carla things really started slowly here mainly because I think Greg didn't know how much he wanted to do and whether he wanted to do or not.

So he didn't really say Ruby handle this until December, which at that point when he said I'd do the job description. So much hinge on Karen's position. We just waited to long. That wasn't to me a break down in communications at PBS.

Evaluator:

No.

Ruby:

That was a local decision here. We just flat waited to long to get Karen on board. We were also concern about when the workshop would have to happen and really concern about the time period, time frame and of course that was the decision I think I don't know who made that decision PBS or the Department of Ed or whoever. Some of the grant guidelines seem a little contrite or something. They didn't feel that they fit but PBS has worked with us and with the Department of Ed in extending that guideline because if they wouldn't of we could not of done this in May. We just were not ready but allowing us to do it in June and even now is late June. Some people even in July. That has been very helpful. I think in terms of Art, Karen and I have really found teleconferences helpful. We have been able to learn from other people. It has been an

established time. It has really facilitated that two-way conferencing and feeding back to PBS things that we don't have the expertise and things we need. So I think more so than many other projects I've worked on that that has been good for TeacherLine.

Evaluator: Due to the flexibility on the PBS side.

Ruby: Yes, there has been an immediate feedback. So when we needed something we could talk with them online. Whether or not we got right away might not of happen but the two-way communication was there right from the start. We had a slow start up because of some things here. I don't think that was the fault of PBS. Sometimes one of the things that have been a problem has been the changing guideline. Particularly, now with the change responsibilities for next year I think that it's better the way they have changed it but it created a little bit of a bump for us.

Evaluator: What part of it?

Ruby: The L. A. requirements. We had already sent out this little RFP to all schools and then we had to turn around and call them and say hey it's changed and will you still participate which they did. We were really thankful for it. I just think the whole process probably started before it was ready.

They wanted to kick things off and have things all in order. I don't think they realize how slowly and difficult it is to get people on and get geared up.

Karen: Or realize how big a project it is.

Ruby: Yes. Karen has thought of so many details things that I would have never dreamed about. Had she not thought of those, it could have made the workshop a disaster.

I think people back there think we could have out this money and it will just happen. It doesn't. I think really we almost needed, whether than like a few months lead in time, really half a year. So it should have started like last May. If we wanted to have a workshop by the following May and kicking it off in September. We all knew we were on a short time line then. PBS said that at the very first teleconference. I don't know we knew about the very first teleconference?

I did go to that very first phone conference that was in December I was just writing as fast as I could I came out of there I said to Greg you are not going to believe this.

Ruby: I'm really thankful that we were lucky enough to be one of those sixteen stations. I really think.

Ruby: I think it will be very good for us. Karen has been a God send. I think she as really pulled things together. We are trying to figure out away since the grant goes down even though they have adjusted it upwards slightly for fifteen thousand to twenty. We need to sit down at this point and kind of look through next year because of the changed grant guidelines.

Evaluator: Yes.

Ruby: With having to facilitate so many online courses and we have to figure out how many we are really going to offer. How we will do that? What's the budget is going to be? Then how we are going to supplement her salary?

Karen: See my salary is too much to take out of that grants plus do almost anything else. I can't understand that.

Ruby: We'll have to cut back on travel expenses.

Karen: Doesn't every other place have to have a person.

Ruby: Most of these other large stations have educational departments to support these projects. We have not had that. One thing that Karen and I have talked about is supplementing that with Ready to Learn. Since Karen's title is officially is Educational Services Coordinator that is perfect.

It is something that I have been trying to do as a programmer doing some outreach with Kindergarten through 12 schools and I just can't. I'm not doing a good job. Karen's experience is there in the K through 5, 6 grades.

I think a couple of things that have been slow going for us. We have talked with Arizona, thank heavens for Arizona because they have been such leaders in this project.

What they have developed it, as been a God send for us. The thing that is slow for us and I'm sure slow for other places is, you want to work with your local colleges, local university. That is were the strength is in getting to these people and getting legislators. If we go out and tell legislators that the University of Wyoming has approved this it's like cotton candy. They'll love it. If we tell them we are working with the University of Arizona West, they are going to go ballistic. That could make the difference I think for us in terms of having an extremely successful program and having a program that is

going to limp a long. We have got to get that blessing for UW and see if they won't grant that upper division credit for this. That will make the difference I think for the long-term professional development credit. Karen and I have talked about; we've talked about with the teachers. That is what they want. They want the credit towards their master degrees. The continuing Ed credit is great, especially when it's free. Like the workshop, but they really want that higher division credit. It is really critical. The information and the forms and the groundwork like Arizona and other places might have lain with their own Universities. That would have been helpful to have right up front.

Evaluator: Have they shared that?

Ruby: We don't have anything. We are going to be basically building our on blocks. We can take the curriculum down and show the syllabi and that kind of stuff.

Karen: The thing of it is, like the University is these modules are very high quality and you work hard to get credit. What we need, I guess is to get someone in the University that would take the time to look through. We could even say could you look through these ten modules. Is this how you might go about it, is what I'm asking and really look to see that it isn't something that is Mickey Mouse almost for nothing type.

Karen: The more I look at them I'm really amazed how much is involved. You certainly earn some good credit when you do it but what is certificate from TeacherLine. That probably won't do me any good on my pay scale. So teachers want the University's credit. Secondly, maybe re-certification. Especially, younger teachers would like this.

Ruby: However you want to look at that, of course what they are saying is that for right now this is for math and technology. We would want to develop maybe our own local stuff for professional development. One of the things that's really important in Wyoming, applied math is good and that is what Roger Milton did. He went out to different Wyoming sites. The only reason I know this is because I helped him find a producer to go to Gillette. They did some videos of the coalmines in Gillette. They watch them set dynamite and they did mathematical calculations to how the dynamite went off. You could see the dynamite explode. You had to figure out how they determined how hard to put the charges, how much to put in the

charge and how much earth they had to lift. It was all mathematically calculated. So he did that like at seven or eight different places around Wyoming. So it's keyed in the Wyoming environment. So not only you could do that with math has he did, but you know Karen there is no Wyoming history course for students. So there are a lot of things that could be done that you could put on TeacherLine.

Ruby: Maybe eight segments of Wyoming history to help the fourth grade teachers with Wyoming history for students.

Karen: They are hoping to get into social studies.

Ruby: Yes. There are a lot of things. That would be nice to have video trailers or whatever you want to call them to put into TeacherLine to help teachers here. There are so many things to be done, Carla but do we have funding, money, time and people? Teachers don't have resources like that.

Evaluator: No they don't.

Ruby: Yes, like I know that those segments of Roger Milton's are sitting over there. Great segments. It would be nice to put them in a TeacherLine course.

I see ways we could integrate things. I guess that's the only thing I could think about Star Schools. I know they have a great delivery system.

Evaluator: Nobody is using it.

Ruby: Yes. How that's to be use?

Karen: Why are they not using them?

Evaluator: Why aren't they? Part of it is that Mohammed is not necessary video person.

Ruby: Content.

Evaluator: Yes.

Ruby: You have to have content.

Karen: Would you be following the same format as the TeacherLine classes with the module communication?