Career Connections to Teaching with Technology (CCTT)
<u>Year 5, Interim</u> Evaluation Report

By

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APPENDIX C: ACTIVE CLASSROOM (AC) PARTICIPANT SURVEY

PARTICIPANT COMMENTS LOG

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ACTIVE CLASSROOM (AC) PARTICIPANT COMMENTS LOG

INTRODUCTION AND DISCLAIMER

DESCRIPTION AND EVALUATION OF COURSE AND FOLLOW-UP ACTIVITIES

- **During the course did you . . .**

Do any other types of activities?

- It was an introductory session. Participants could opt to take 2 days or 1 day. I took (1) day the first -- & there was a power outage.

- **In preparation for the course, were you asked to use any . . .**

Other activities?

- Type up word document

- There are 2 workshops given: (1) 3 hrs (2) 3 days/5 days web design

- Quiz, tests

- I came in by the back door. I was involved in all the above. I asked the instructor whether it would be helpful to continue with prep materials & was told yes, so I continued with my self directed preparation.

- **By the end of the professional development, to be more effective in your teaching, did you feel you needed more work with . . .**

Other activities?

- Certain aspects of AC.

- Time to set in head & then practice time.

- I needed time to implement not training per se.

- Explanation for elementary schools how you can get it on the computer.

- Content area development on line.

- At training completed but project is ongoing.

- Front Page.

- Practiced using it all summer.

IMPACT

WHAT PARTICIPANT LEARNED/COURSE VALUE TO YOU:

- **Did you get any benefit out of the program?**

Yes:

- Oh yes I did. Through the grant 12 computers were put in my room and I have developed all of my lessons on line and used them with Active Classroom. It's been a time saver and materials management aide for me.

- Yes. It's a time saver in the classroom for kids to see what they missed the day before. Some students are able to keep up with their work when absent for an extended period of time. I don't know how many parents access their student's assignments. Convenience of not having to tell students what they missed.

- Oh yes. I implemented AC in the classroom. It definitely helped the kids improve homework completion.

- In teaching and trying to learn new programs and contact colleagues it is difficult to do time wise. I know a new resource and I met new people and I'm using the resource and in contact w new colleagues.

- Yes. I created a web site that I used immediately in my classroom. My students enjoyed it and it was easy to facilitate vocabulary for example – I put the words on line and didn't have to give them out in class.

- Yes. It gave me another for approaching on line learning.

- Yes. The benefits I received were increased comfort in dealing with technology – increased understanding of Active Classroom and its use in the classroom – increased desire to use technology in the classroom.

- Yes – an enormous amount. It has allowed me to share lesson plans on-line with students' families, w students who are absent, w students wishing to review materials in preparation for exams. It has allowed me to establish links to educational and scientific web sites such as the human genome project and other current scientific areas of investigation.

- I always like to look at new things; to incorporate more technology into the classroom. New methods & techniques bring new life into teaching.

- Benefit I received was from introducing this new tool to faculty that had never seen it before.

- Yes – the benefit is good if you can get it all on the computer – bench marks, state standards, homework in reading, math, language, science, social studies & spelling – daily update is very hard to do with so many subject areas. I love the idea: get parents on, get kids on but it's time consuming.

- Yes – I think it's a good idea to put kids on computers and connect with parents. Technical information gleaned was a benefit.

- Yes. I was introduced to the program and since then have used the program in the classroom on a daily basis.

- Yes. I did. I think basically they have a good start on the Active Classroom but it needs work. The idea is to have homework & class assignments online for students to access as well as lesson plans – for my particular situation it has problems – specifically I teach a large # of classes @ the same time – my assignments then are somewhat complicated – the software was difficult to implement under these circumstances.

- Helps me & my kids a lot. I post all my outlines on it. I have linked web sites to it. Parents monitor it for homework – It's great to keep up if absent. Students like to see what was missed when absent.

- Yes. It stimulated me to be better organized and in the chronology or timing of my lesson plans. It also stimulated me to put my lesson plans in a format suitable for the Internet, which made students able to study on their own.

- Most definably – the things I was looking for were there: the idea as a homework hotline – I know that ½ of my students have home computers. I have always had difficulty in finding the time to keep absent students, upon their return, abreast of the lessons missed! It allowed me to be 2 people at one time – to be accessible to all my students on two different levels at the same time.

  I teach French III & IV – both levels are IB – very challenging – One level of students on one day does the lesson plans posted on the A/C web site while the other level can be engaged in conversation time with me.

- Oh yes. I loved it. I just wish I had time to do it. I had never dealt with how to change a web site. It's completely foreign to me – it was an eye opening experience to computer technology for me.

- Definitely. I've been a teacher for over 15 years and I've been doing Active Classroom for 2 years and its made me a better teacher, due in part to collaboration with colleagues across the country. It keeps me in tune with new technologies. I've seen my students gain interest. They are more motivated. They prefer to work through the computer.

- Yes, many times over. It gave us more central contact w parents as well as students. It gave directions for parents to monitor child's activities.

- Yes. Increased knowledge of online technology increased use of web site resources.

- Yes – easy ways to develop lesson plans & correlate standards.

- Yes, a lot of parent communication that opened up doors daily that normally wouldn't have been there. And it gave students more responsibility. They know exactly what went on if absent from class.

- Increased ability to communicate w students & families. Easier access to standards helps in development of lesson plans.

- The program allowed me to use technology in the classroom and it made lesson planning easier. It allowed me to use the Sunshine State Standards with my curriculum and to incorporate ESOL strategies.

- Sure. I enjoyed seeing what they are having high school students learn. It is not applicable for my first grade gifted & kindergarten classes. It is designed for children at an independent level.

- Yes – I was able to do lesson plans in a more organized way and I was able to better communicate with parents & students and I also learned how to use Front Page. Front Page allows me to organize my materials and have them on the web so students can access them.

- Certainly, the big benefit: it keeps my skills up to date. It provides another way for the students & parents to keep in touch with the class – 24 hours a day.

- Yes – provided me with an organization tool. It is an on-line lesson plan thing. I do all my lessons on the computer – kids can see, parents can see, and my paperwork is reduced!

- Yes – basically it's a really easy way to let your students & parents know what's happening. It's a great communication tool.

No ➜ Why not?

- No because even if this school purchases the program I won't be here next year. The time of year that we did training was so closet to the end of school year it was too late to implement.

- Because I couldn't continue using the program since I have a Macintosh computer at home where I do all my planning and I have America on line – it seems that Active Classroom worked with Internet Explorer only. Mr. Waterman told us that we could not add content in using a Macintosh. But when I came home I couldn't add assignments using my Mackintosh at home. But I was able to add "assignments" using the Mackintosh at the workshop where the equipment was new & a version of ibooks – a lap top not a desk top – they're cordless – I have an older version of ibooks and it didn't work. It typed my input but I couldn't save it but I could see it.

- Some classrooms have several computers in the room. I have a very old computer and a TV aid which is difficult for the students to see. If I had a large TV screen w computers my kids could access in the classroom I could use it. We were told if we used AC, we didn't have to make hard copies. Then we found out at the workshop that you had to make hard copies of what you put on AC so you are doing it twice so this was of no benefit to me.

No Response: [2]

IMPACT ON YOUR CURRICULUM:

- **During or as a result of your participation . . .**

Did you develop one or more proposals requesting permission or funding to revise or develop materials/units?

- I received a $10,000 grant and a $2000 grant that were used, in part, towards Active Classroom incorporation into my classroom.

- **Please describe in your own words the changes you made to your classes as a result of your participation in the project. [INTV: THIS INCLUDES DESCRIPTION OF NEW CLASSES.]**

Positive:

- My entire course is now run through Active Classroom. All of my notes & worksheets are on-line. All of my information that I use for my classes is stored electronically.

- Basically the major change was that I got the kids to use the computer and/or internet as a true learning tool.

- Incorporated new ideas. Students are using technology. Student derived work [??] teacher derived dry lecture is an outcome. [??]

- I put vocabulary on line instead of the board. I had students take quizzes on line instead of in classroom. I had them to go the labs & use the links I put in the computer for them to research. This made the students more self-directed.

- I intended to utilize the Active Classroom technology to expand my students' learning in content and technology.

- I established & maintained three web pages: chemistry including molecular visualization, AP Biology, & one called BioLab. I established & maintained on Active Classroom.com where I post all my chemistry labs & demos along with summaries of their key concepts, vocabulary & principles. I have incorporated interactive computer learning in my classroom.

- New: I (we) created a web site for the scan competencies that students could use to build their portfolios. Old lessons incorporated were updated and new lessons were created. Because of the Active Classroom – we had the tool to make everything accessible to our students.

- It gave me a new window on how to teach. I became more student centered instead of teacher centered. I became more student group work oriented rather than teacher directed. I do the introductory lesson the first day and then I become a facilitator. The downside is that it takes more time and I see that we don't cover as much curriculum — content takes longer to cover, the students take their time, it's longer but better learned.

- The major change would be in the evaluation (end of unit). It will give a more authentic assessment. More creative activity allowed students more independence in exploring subject matter on the Internet.

- My children were able to come to the computer and read the instructions for the day on each course – I tried to set it up to do reading & computer together. They are 2nd graders – this was midway through the term. They were excited but I didn't have enough computers for everyone to use – I have 26 kids in class.

- The students have access to the daily agenda, class notes grades – available on line at any time from home – and parents also have access to all the same information as their students do –

- I typed up all my notes so they became more organized & focussed. While I'm teaching my notes are on a TV monitor so the kids have a visual typewritten format to look at.

- I decided to add some lessons on medical technology & bio-technology in order to broaden the scope of my curriculum – drafting and design.

- One of the rare split level classes I had was this past year. Having A/C allowed me to conduct two separate levels efficiently in my classroom at the same time. One group looked at A/C on the screen for their assignment while at the same time I can actively engage students in the other level in conversational French. Therefore, 4 of the 4 language components were met: speaking & listening, reading & writing. My motivation was primarily to get help on managing state required standard skills (FCAT). This I achieved much more easily through using A/C. You go on line with your lesson plan and you call up the FCAT standards to plan the lesson around. We are required to teach those skills and to show evidence that they have been taught. By doing this on line I can see what's been done as can my administrator and this cuts out an enormous block of time necessary to hand write and then submit all of the required paperwork.

- What got me started with this was the establishment of links such as links to the Bronte Parsonage Museum/UK so that my students could research for a Bronte

term paper. This went so well that the subsequent authors we studied like Elie Wiesel we went to their web sites – we were on a mission to see what web sites went with what authors for additional background information. The idea exploded – there is only one mandatory term paper so we made little projects. All this evolved because I went to AC training & learned about links.

- Basically I revised a program that was designed initially for upper level students to use as a program for my lower level students. The new programs we designed were for students at home so they could receive (at home) the actual prep lab work, the resource lessons and self check worksheets to keep up with the class.

- My units now are more structured with rearrangement of material. I moved a few things around, in 3 or 4 different units, for the restructuring of the presentation of the unit.

- More technology centered more internet based content.

- Increased use of program – we use it on a weekly basis. I try to incorporate more communication with parents.

- The grant we wrote allowed students to make products for the language impaired pre-K classes, in the woodworking shop and in the technological lab. The Active Classroom allowed us to put up web sites for students to access – we had our calendars marked to allow parents to know when we were in lab. Time lines were posted for product completion. Lesson plans were accessed by school administrators. Teacher info/collaboration was accessible through postings.

- The content was more standard based ed focus. Goals were clearly stated with matching activities. Both goals & activities were better communicated to students & families.

- Allowed me to utilize the internet and to use the internet effectively.

- New unit: I was able to develop a project for my AP chemistry students using the technology taught at the workshop. The revisions: I was able to use the technology learned at the workshop for modifying existing units so that students could have additional resources to use.

- It made my advanced students more independent. They were responsible for checking the homework calendar & printing out all assignments. For my lower level students I gave them basic instruction in Internet skills and basic computer skills. I have advanced students and drop-out-prevention students.

Neutral:

- I was planning to make changes at the beginning of the semester. I introduced my students to the program but 2 weeks into the program I found that I couldn't continue using it. I only put in two days of assignments.

Negative:

- Basically the idea is to have lesson plans on line – the software needs improving in that with more interactive use of internet – as I put in more lessons and assignments it became unmanageable so I stopped using it. There are 2 ways to manage – only one for me for my complexities – one [?] is not enough. I already have my own web sites with a lot of lessons on it.

No Response: [8]

SUSTAINED EFFECTS:

- **If you have taught this course/these courses more than once since participating in the project, how did what you did as a result of your participation change over time? [INTV PROMPT: FOR EXAMPLE, DID YOU INCREASE OR DECREASE WHAT YOU DID? DID IT BECOME MORE KEY?]**

Positive:

- Over time the web sites have grown from 1 to 3 and expanded and increased in sophistication.

- Students became independent learners.

- What I do is put assignments on the web site. I can now write pages that are interactive. Each year I change the content per page in each lesson and I change (increase or decrease) the exercises on the work sheets and labs. So when I see what goes right in a year I can make everything that follows a little better each successive year.

- To summarize I have been delaying the introduction of 3 dimensional modelling techniques until students have quite enough of 2 dimensional techniques. Now I include more of three dimensional because the students are capable of performing at a satisfactory level. AC caused me to enumerate each of my units. When I compared this with my goals I discovered some holes and developed these units to fill the holes.

- A major breakthrough suggested by another teacher was to actually plan online in lieu of handwriting the day's lesson plans. This way once planned it could be either/or printed out and called up. I did this basically only with my split level classes. I now want to do all my classes in this fashion.

- The links became more key and I plan to find more links and improve the online availability next year. What is neat is that I have computers in my classroom now that are connected to the Internet. Students find things & save them under "Favorites."

- I've increased student participation in all the courses I've taught over two years. The main course developed I've just finished teaching. It's too early to evaluate it.

- It became more key – I do shop – Students learned quality. Our goal was to teach craftsmanship and quality. Active Classroom prepared students; i.e. time line, agenda, daily & monthly calendars for expectation – access of content on web connected with lab schedules.

- Since I was more comfortable with it I could and did add to it. It became more effective in the classroom. Ex: added resources from internet i.e. Front Page into Active Classrooms and to communicate with the parents.

Neutral:

- I would say that you learn from mistakes. I have made minor changes since inception. More notes on line – more information et al.

Negative:

- It really didn't change much.

No Response or N/A: [21]

BARRIERS TO SUSTAINED EFFECTS:

▪ **Is the course/Are these courses still being offered?**

Yes: [20]

▪ Yes I plan to do this next year – I need the summer to find out how to implement successfully.

No ➔ Why not?

▪ #1 No one was going to spend time developing lesson plans to use in Sept. & Oct. fall '02 because if no funding is available the teachers would have to pay out of pocket. So no funding the lesson plans implemented have no continued access. Plus there are free online instruction materials available – myclass.net is one example advertised as <u>no cost to teacher</u> and although immediately accessible it's not as good as AC.

▪ Not at this point this year. We are winding down. I will refine mine for next year – September semester.

▪ Our team teaching of the units did not continue past the initial presentation. I was an elementary teacher until August of 2002. No longer in the classroom, I can't teach the unit anymore as it was designed for a self contained elementary classroom.

No Response or N/A: [10]

IMPACT ON STUDENTS:

▪ **Please describe, in your own words, the impact on your students of the changes you made as a result of your participation in the project.**

Positive:

▪ My students love going online for information. They are more attentive to the computer.

▪ I felt the kids became somewhat more enthusiastic about the material – the content.

▪ Built critical thinking skills in more than one area. What can be applied in one area can be applied to another.

▪ Some students didn't bother with technology and as a result the vocabulary project online was a zero. But the ones who accessed the assignment online improved considerably. There was a lot of collaboration with students who accessed Active Classroom.

▪ Today, my students can walk into class with no knowledge about a particular molecule or metabolic pathway and leave 45 minutes later with a beginning sophistication that would have been rare among college students before now. My students can walk into the classroom with no understanding of a photoreversible phytochrome interact on the computer for example with photo and visualize molecules such as a photoreversible phytochrome. Whereas in the past it would not have been subject matter in a high school setting: too boring, too abstract. Now they enjoy looking at molecules, awesome, basically.

- Made things available to the students. I can't be there all the time for all the students. With AC they can research on their own.

- They became more independent in their learning and took more responsibility for solving problems and their overall achievement in projects.

- (1) more group work (2) technology based delivery (3) they've become more independent because I facilitate their learning not dictate their learning (4) they feel less intimidated in asking questions (5) reading level improvement because they're using the web site

- It's an accessory to post what we do in class, homework assignments links for extra help – It's a convenience for the students, the ability to access information easily.

- The kids enjoy computers. Using the computer is a motivation for kids. It gets their attention.

- They have access to the assignments in case of absence or I case of the need to do make-up work. It gives some students exposure to using the internet that they would not normally have.

- Students are learning at a more rapid rate because they are interested in the content of the new units and therefore perform better because of their higher interest level.

- It gave them an independence and a collaboration for working together that they would not have experienced without AC. They had to learn self pacing, follow written instructions in a 2nd language. They had fewer excuses for not doing the work because it was all spelled out on the computer accessible at home and at school. Without AC I could not have survived as a teacher teaching 2 levels at the same time.

- I think it's important in education to keep up w the times to infuse technology into your curriculum. It adds another aspect of involvement in a collaborative way.

- I would say a higher level of motivation and keeping a student on task longer during the class period. For instance if they are working out of a test book their attention span is 15 minutes. It's a much longer attention span when they click back & forth between resources and labs & worksheets and doing so with others in teams of 2 or 3.

- An increased motivation to learn & more responsibility with content. One of the purposes of the Active Classroom is to do work at home because the agenda page is made accessible to the students at home.

- Increased motivation. More technical skills. Greater interest in technology.

- Active Classroom gave me the ability to be more organized, more focussed which impacts their entire curriculum in my shop.

- The students had a clearer understanding of the key concepts or goals being taught. They also developed more independent learning skills.

- The students were better able to use technology – main advantage.

- As a result of the training session I have included the use of computers in my classroom to a much greater degree and have been able to expose my students to a variety of material.

- Advanced students: They were more organized & took more responsibility for the class work. It gave them more freedom. It gave them time management/better study habits at home. Low level students: It provided them the opportunity to use technology. A lot of them don't have home computers or the opportunity to learn technology properly.

Neutral:

- There wasn't any impact on students. The classroom ran more smoothly.
- Kids could access all lesson plans – no change as yet.

Negative:

- If it worked when I just had a few things in, it would be very beneficial but I had too many components – 15 - 20 assignments became unmanageable using AC for me.

No Response: [7]

IMPACT ON NON-CLASSROOM ACTIVITIES:

- **Please tell me in your own words what you feel the major impacts were.**

Positive:

- It's made me want to learn more about technology and using technology in the classroom.
- I'm trying to encourage other teachers in my grade level to learn about the impact of Active Classroom and want to come aboard. I think it's a great communication tool for parents, for teachers, for kids. For 20 – 25 teachers to participate/have internet access to the program and tech support and a management fee/it costs $500. I can't afford this out of pocket just for me to use. 20 to 25 teachers could split the cost. My PTA could afford to cover the costs but more people need to be exposed and it's really a county/state fiscal responsibility.
- Once you've introduced something it has a domino affect – to what degree you don't know but there is an influence there. You have to hope that influence is used that will incorporate Active Classroom.
- I have another tool to use to diseminate my curriculum. Students have another avenue to communicate w me. Parents can communicate with me and access the lessons, too, and they like that.
- It just offered another avenue to an online classroom. If we get a chunk of money to spend I would look into Active Classroom more – ESF has gone with blackboard.com with ESF.
- Increased my comfort level with using technology. Increased my vocabulary using the computer. Stimulated my creativity when using the computer.
- Examples: I've held workshops for other science teachers at other schools/new collegues – beginning teachers where I've shared the Active Classroom and they've left with lesson plans and skills immediately useable and useful in their classrooms.

- I presented "New Millennia HS," my project developed on Active Classroom, at the State Conference telling everyone they could have it by using the web site. I also presented to everyone in my field at a Volusia County meeting.

- More of a sense of collaboration with my peers.

- (1) Active Classroom is going to present a countywide template for lesson plans. (2) Template will eliminate paperwork/copies of lesson plans countywide. (3) Active Classroom will increase school to home communications – relieves parent anxiety and fills the need to know and allows the administrator to know at any time what's happening in every classroom on campus. (4) Be a mentor to a beginning teacher as a blueprint lesson plan, scheduling et al.

- If I had been able to use AC it would have helped me to be better organized in the sense that my students could know at all times what the assignments were even when absent. I had 2 students who were out with injury & surgery and unable to use my equipment with this AC training I had to spend time I don't have reviewing all their assignments of several weeks.

- It's reduced my paper load. I don't have to do things 3 or 4 times it's just always there.

- Educators need to keep up with students facility with new technology. AC motivated me to move on with the modern world. Before this I felt inadequate. I felt more connected with the modern world. I was excited to see how this relieved so much stress for me, made teaching more enjoyable. And I shared this information informally with my colleagues at every opportunity.

- I think the collaborations with other schools across the country & with experts in their specific fields (for me math & physics) such as CCTT (DOE grant). It's broadened my scope as well as the people resource to address questions & concerns & share ideas.

- To get more teachers to use online lesson planning tools. For me, I integrated online institutes for curriculum development with Active Classroom.

- Increased teacher awareness of Active Classroom. Our district just accepted electronic lesson plans as acceptable format and I think this is because of our influence – we recommended it be used to the [?] (teacher) as alternates to paper lesson planning –

- I spoke w future teachers @ the [?] Florida & discussed Active Classroom as a way to communicate with students & parents. I articulated to 3rd, 4th, 5th grade parents about Active Classrooms and spoke at faculty meetings. I discussed how it has helped me in writing lesson plans & the ability to integrate plans w Sunshine State Standards.

- Again, it's increased understanding of standard based education and the necessity and the importance of communicating with families.

- During the Active Classroom training I learned valuable internet skills that I was able to take with me to other professional development activities.

- 1) Most important impact: I've been able to do daily lesson plans on-line and our school requires written daily lesson plans. This is the first year that the school system has accepted daily lesson plans using Active Classroom – unfortunately we still have to print them out.

- It makes it easier for me to write out my lesson plans. I am taking another AC training this summer presented by a collegue and I will probably add more view notes for kids to study for tests and add more labs on line.

- I've become a trainer and I've trained at other schools and I'll be training this summer. I use AC every day – the more proficient I become the more I use it. I am the site administrator at my high school.

Neutral:

- It is a great idea. It is so hard to get it all on. How do you condense 6 subjects into one page & all the evaluations? People are talking about this.

- The major impact gave me the desire to use the internet to communicate with parents & students and to help me to organize my lesson plans. It would be nice to have a product that would do this for me but this one doesn't quite do it.
  Really neat, anyplace in the world, with internet access, you could access your own lesson plan & assignments!

- The only impact for me is the updating each day of the lesson plans on the computer.

Negative:

- There were none for me.

- None.

- There was no major impact.

- I can't think of any.

- None on non-classroom activities for me.

- There are none because I've not implemented anything yet.

No Response: [3]

IMPACT ON BROADER COMMUNITY:

- **Have you shared any information or skills you learned with colleagues either in your institution or in other institutions . .**

Through any other activities? (Please specify.)

- In staff development teacher training skills.

- Spreading the word.

- Personal development, union meetings, school improvement meetings.

- I'm the head of Student Advisory Council correlate chair person.

- A trainer of AC for the system; at my school I'm project administrator.

- State conference, county meeting.

- **To the best of your knowledge, as a result of what you shared . . .**

Have any of your colleagues made any other changes? (Please specify.)

- One of my collegues who took training uses it all the time.

- Some people have come to me to tell me that they implemented AC.

- I know that many page submissions that are posted to Active Classroom are made by students in classes in other parts of the country – & it validates teachers in many parts of the country.

- One of the science teachers encourages kids to access for make-up work. I teach international baccalaureate – we were trying to use Active Classroom for IB as a calendar of events, upcoming tests. It's probably not in operation – IB ran into same problem: management of too extensive sites.

- One of the women in our department is a technology contact person – once a month she shares technology inovative ideas – AC was p . . .

- Incorporating Active Classroom in their own classrooms.

BARRIERS TO IMPLEMENTATION:

- **Did you encounter any barriers to implementing what you learned from your involvement with this course?**

No: [8]

Yes ➜ **Please tell me about these barriers.**

- It's difficult to get technology in the classroom for all students. There is no funding for this. Once there are computers in the room its difficult to maintain properly – and there is no funding for maintenance and for additional software and hardware. I tried to write a grant once. I was not funded.

- I tried to set the AC program up for the following year. I really wanted to set up the lesson plans but it was too confusing between county & state standards and remembering where I clicked and what I clicked until I figured out a system. Then I needed the help of a colleague to handle the mechanics, first time, to allow me to set up lesson plans. As a result it was over 1-1/2 years between my training session and implementation.

- There were several technology glitches. The fault appears to be within our system plus the necessary free time to correct. I had trouble getting everything we were supposed to be able to do on AC to work. Al problems have been communicated to Steve Waterman. I've been able to correct a few problems but not all due to lack of time to be able to manipulate the technology.

- I didn't implement because it was too close to the semester end – I didn't want to change stream in my organizational patterns. Steve Waterman said the schools have to pay for access to the program and I know my school I'm assigned to next year won't pay for this program. Therefore, it was a waste of my time to implement.

- I would be in an unofficial salesperson capacity if I were to share A/C outside of anyone not participating in the grant. So it's a difficult position to be in that the questions posed are asking.

- I changed jobs so I am no longer in the classroom. I've accepted the position in staff development. Although I cannot use Active Classroom with students I have constant contact with teachers and state that Active Classroom is a useful tool.

- When the program was being developed, I ran into problems of making it do what I wanted it to. It had bugs in its infancy. I ran for technical help because I was not able, initially, to do what I needed done.

- Teachers who don't have computers in their classroom get discouraged. They link it – I work it. I like the idea of Active Classroom and I never see it in front of me. I don't get feedback. They miss day to day impact of the power of technology in action. It's a huge drawback. The teachers who really utilize Active Classroom have a lot of computers in their classrooms.

- There are some glitches with software when I was using Microsoft word & paste it into the Active Classroom format it changes the roman numeral formatting or looses them. It's confusing to slower kids to have to renumber. When I cut & paste a chemical equation w arrows and pluses they change into very strange symbols – I emailed the facilitator -- & her answer was NO. It also changes quotes & question marks & it double spaces my single spaced copy.

- The workshop training was not compatible with my equipment. During the course when we got to the addition of content section we were informed that you could not add content on a Mackintosh. I was excited to take this staff development workshop. I knew about AC and Front Page and that it would be beneficial for me and for my students so I signed up.

- Short bursts in staff development is ineffectual for sustaining true change. Teachers need more professional time and they need the expert with them. Very few are willing or able to do this on their own time. One or two day training sessions are not enough for most teachers with Active Classroom.

- Not enough time. How do you cover all the subjects being taught in elementary grades?

- The software doesn't provide file management tools for searching & organizing into sub folders.

- Next year I'll probably be able to give drafting software to all my students so that through A.C. I can assign homework and explain the assignments so they can be done at home. I'm not able now to assign homework that requires drafting software. AC will be the vehicle I will use to communicate lesson plans.

- Time constraints with teaching 3 different levels and then finding the nerve to let go of old fashioned habits in lesson planning and take up a new technique.

- I wanted a student to help me but I couldn't find my password. When I needed it the password was at home in the notes. My student said he wasn't authorized to get into Active Classroom. I think there was grant money to pay students to be aides to help teachers in developing computer technology. But there is just no time. I got along without it for 23 years and so without assistance it will just sit out on web.

- Time – lack of enough hours in a day.

- One day training in a large group is impossible. One day training in a group of five people maximum would be possible to learn how to implement. And I have several preps but only one planning hour. Therefore it's impossible for me with 150 students to update my four different classes on a daily basis. And we found out Active Classroom doesn't have either Spanish accents & punctuation or

Japanese alphabet etc. Therefore what you type in becomes grammatically incorrect.

- Lack of Time – the amount of time it takes to make a change, as a teacher, is always there and never enough.

- Lack of time. I did have technical problems using my home computer.

- Time is a hard barrier for a teacher: Time for implementing lesson plans – never enough time – time to daily input lessons into the computer.

- Lack of time & lack of resources. The school promised to purchase Front Page for teachers. I was able to obtain Front Page from another source when they failed to do as promised.

- Trying to get the most updated version of Microsoft page – a school problem – I hope it will be taken care of by the fall semester.

No Response: [3]

- **When you took the program, did you *intend* to develop any new courses or modify any existing courses or units? [CIRCLE ONE ANSWER.]**

Yes: [20]

- I planned to use w teacher training at school. Because funding to continue is an "if" I did not spend any time developing.

No Please explain.

- I thought it would be too time consuming & difficult. But it wasn't and so I did develop & revise unit plans.

- I wanted a way to communicate with my students' families and none of this had anything to do with what I presented in class.

- My initial involvement was 3 summers ago – a one day training session. Initially I hadn't planned to but as a result of training impact I attended more training and then made revisions.

- We were pretty much thrown into staff development. No advance information – No advance preparation since I did not know what to expect. Very informal handling at our school of staff development.

- Not because of AC 1 day training session. It was not presented for this.

- I took it because the assistant principal said "take it, it's good." I didn't know what I was getting into.

- I went in without any plan to implement. I saw what it was about and liked it and implemented it.

- We were just asked to do this at our school site. We were asked to bring our lesson plans to the workshop. We had option of when we wanted to attend – then go from there on whether to implement or not was my understanding.

- Because I didn't think it would lead to that. I didn't really know what AC was and that I would change curriculum – I was encouraged to attend by my administration & it was a highly recommended training as a help in lesson plan preparation.

No Response: [7]

DEMOGRAPHIC INFORMATION:

- **Which of the following best describes the school where you were employed when you took the course?**

Other (Please specify.)

- Magnet school & we have several academies and an NAI program collaborate w UNC.

- **What is your date of birth? Month–Day–Year**

- 8-27-1952

- 10-10-71

- 10–17–1953

- 8-7-1956

- 7-7-1952

- 12-8-1955

- 6-20-1953

- 12-25-1976

- 10-20-1967

- 6-13-1944

- 1-21-1958

- 1951

- 12-30-1951

- 10-27-1959

- 8-8-1958

- 1-3-1966

- 6-7-1974

- 12-31-1951

- 12-14-1950

- 6-29-1976

- 12-28-1948

- 9-22-1967

- 2-11-1957

- 1-30-1952

- 12-2-1945

- 11-07-1970

- 7-20-1951

- 10-14-1963

- 10-24-1969

- 11-1-1977

- 6-20-1960

- 9-4-1950

- 11-15-1971

No Response: [1]

- **INTV: Those are all of my questions. Thank you very much for your help in completing this interview. Would you care to add any other comments about your experience(s) with the project or the impact of the program on your teaching or on your students' learning?**

Positive:

- It's changed my life for the better. I now know 500 more projects I want to do.

- If they could just make the file managing better. The workshop was fine – that one major point for one makes it unusable. It seems to me it should be easy to fix.

    I did email Marshall Ransom a long time ago about the problem. I never heard back. I had not followed up – did anyone follow-up? I have been a programmer for 19 years. I use the internet in class on a regular basis. My goal in taking this course was to prompt others to use AC.

- When you have taught 18 years it's very hard for veteran teachers to let go of old ways. But the time and energy spent and the training saves countless hours of work. So that this is a really great investment of time. Now all you have to do is press a button and the work you've typed into the computer is there! At the same time you feel good; training helps dispel the fear of computers.

- In a Math Dep't Chair – with 20 teachers under me – we now are 80% users.

Neutral:

- I think the system for me will be good once I have the time and more training to implement the set up in the computer.

- I was at MHS when Cathy was developing Active Classroom but I had no input. In fact I was told that Mr. Ransom was in charge of the project. Initially AC was designed for use by physics teachers and students working in pairs and with Internet computer access. The way Cathy operates is fantastic.

    Now, the way AC developed it is formatted for use with other disciplines for use by students which presumes internet access at school and at home and enough computers to go around in the classroom or computer lab.

    I signed up for the training taking the option for (1) day only, the 1st of 2 day session. We had an introduction to this introductory session of 3 hours before the electric failure; an underground transformer blew. The session was ended and I had appointments scheduled the following day I couldn't cancel.

    I plan to enroll for a summer session. I'm now off the server and can't get back on to develop lesson plans. I'm teaching now at a brand new school which

opened its doors Aug. '01 so this year there has not been any time to track anything else & AC next year is not a mandate.

At my school this coming year we will have limited access basis to AC for those teachers who received training and have time to implement. The variables include: how you save documents on PDF files or word files, whether or not you use graphics; whether or not your students complete answers on line and then respond; and whether or not you have the additional time it takes to input information into the computer and prepare a format for the students using paper & pencil who don't have computer/internet access.

If you have the time it's a good product and once up it gets easier to adjust as time goes by. If you have to plan a unit for your classes on paper it adds more time to reconfigure on the computer.

- The interview has only taken 20 minutes. I didn't call back because I've been out sick part of the time the past few weeks and at the end of the year there is so little time and I heard the interview ran 40 min.

Negative: [None]

No Response: [20]

SUGGESTIONS OR COMMENTS:

Positive:

- Active Classroom is a valid program beneficial to everyone in the school community at every level: parents, students, teachers and administrators. Since cost is the issue and everyone benefits from the program, program costs should be borne by county and/or state education funds. Local school funding is not equitable.

Because of the time commitment required to develop the ideas learned in training sessions after school in service courses should be scheduled during school hours with teachers released to attend intensive one day workshops.

- Continue the domino effect!

- I think Cathy Colwell is a genius for developing Active Classroom. I think it's a very useful and important tool for teachers.

- I don't think this survey captured the umbrella of these training sessions – that of taking the entire curriculum and putting it on-line for 24 hour access.

This course has enabled the teachers in our schools to meet the needs of a large majority of minority students. We serve disadvantaged students. With this grant we are able to serve all of our students and they are achieving levels of sophistication in science that is not encountered in the ordinary high school. Remedial: In my classroom my students learn DNA sequencing. They learn molecular visualization. You wouldn't expect to see this in the normal high school and I have 40% minority students in class and a significant number ate ESOL students!

Note to Karen: With respect to the environment my web address is Web HTTP://mainland.CCTT.org/biolab – WEXK – what every citizen should know about our planet – I gave him Concord Consortium ESF web page info – in exchange he gave me [the above: "what every citizen should know about our planet"] for you.

- I took a one day workshop. I don't want to spend time on phone for interview when I've not implemented the program. Next year I'll start putting everything on the site. I've set it up on the computer now for the kids. Next year I'll start putting everything on.

- I would like to see a nice Active Classroom manual for dummies.

- The grant started with exemplary lesson plans developed so that new teachers could get an inquiry based lesson plan – experiments, projects, tests, debates – taught teachers how to work backwards -- & have a testing system in place.

    NDL came next – & was integrated with writing institute.

    Active Classroom is an instrument that has a web based delivery of content – daily agenda – calendar format – web based classes – not necessarily web sites – a document for parents – a summary for parents, for county – large overview of 9 week curriculum plan – Accountability of state of Florida to see lesson plans on demand – Mrs. Graham, principal, wants it to be online not to come to office –

- 90% of students have access – Volusia County put out accountability standards – web based – we taught teachers how to write the document on *word* that's web based delivery of curriculum. Parents take workshops – parents first/teachers second – I saw as a parent first how wonderful this communication now teachers come to training for their students.

- Active Classroom is a very helpful tool. You have to play with it until you know how it works. That's it!

- I really liked it. Plugging in standards is tedious. I found it easier to use for daily lessons. I'm experimenting on how to use so it is functional for me – NOT KIDS.

- I will implement in the fall. I'm enthusiastic but this year with Guard duty and finishing my education doctorate I had no time. I also coach baseball.

- It's a very useful tool!

- I'm working on implementation. I need more time to develop & implement AC as I am working on my credentials – 3 or 4 weeks more. I just put 6 computers in my room. I teach US history and will use AC to keep parents informed, for my calendar of work assigned, for make up work assignments. For the moment I will stay away from giving quizzes on the computer.

- The main thing is the convenience of my lesson plans and everything I do is kept as a curriculum history to be adjusted easily. And anyone can use it.

    Print them up if you need to – lesson plans. Or send them to if you need to – lesson plans. Plus students like the computers – yes, you have to supplement with other things other than computers.

    Motivational, on task, involved.

    Hardest task is keeping the calendar up toe date daily.

    It's been a God Send. It's all on record to be adjusted. The plans are connected to the standards. No more file cabinets!!!

- It's a very easy system to develop & to use. It's a nice extra feature for parents.

- I really believe in the program. I'm going to be a trainer now – I'll train teachers this summer – 3 full days.

- My trainer, Cathy Colwell did a wonderful job & helped w any problems – It brought my students & parents closer to me as a teacher w this communication tool. Kids & parents email me daily – It helps my partner & I to stay organized. We will use this next year. We currently have 2 sites. We will combine them: Team Teaching Grades 4-5 gifted program –

  We gained continuing ed points. Should more time be required during initial training session(s), compensation should be given in points or pay to those needing extra training.

- It's a very valuable program in terms of communicating with students & families. Any teacher would benefit and all teachers should be exposed to this program in some format.

- I'll be teaching Active Classroom this summer & fall in the county – county adopted this training. I'm on maternity leave for one year. One on one w Cathy Colwell, I received my training, plus one day at the group sessions offered.

- It's a really good program. Easy to use. I suggest it be adopted by the Department of Education. The parents loved it as they could be kept informed as to the class curriculum schedules and it helped with students who were sick for periods of time. They could keep caught up by getting all the lecture notes posted on Active Classroom.

  I will be doing 3 full days every week of workshops to train teachers around the county on how to incorporate Active Classroom in their own classroom and how to use this to help decrease lesson plan paperwork.

  I'm on maternity leave for one school year. I think when teachers can see that their time pays off 10 fold in the future they will take the time to learn how to incorporate Active Classroom. So I agreed to spend at least 3 days a week with teachers in training for adoption of Active Classroom.

- I think it's a great tool and I will attend more training sessions this summer so I'm ready to implement on the first day of school/fall semester '02.

- My colleague @ NSBHS who are big users of are: [names], science teachers and [name].

- I think the most influential part of the workshop was its teacher, Mrs. Colwell. She is a very dynamic teacher and role model. She is what made this program good for me/work for me.

- I am curious why the Dep't of Ed needs to know about this grant. It's the wave of the future. I feel I'm a step ahead of the game. It makes it so much easier to do lesson plans. Kids see what's assigned & when it's due. I hope the grant is renewed so that all teachers across the country can plug into the Internet as well as the students and parents.

Neutral:

- I think it's something I have to work out. It's a matter of having to upload Word documents so that the students can click on it. I have no time to ask for help at school. Computers are often changed in classroom – will they be compatible with mine at home?

- I am a first year teacher. I already had a web site that has similar features and is not as complicated. It only takes 5 – 10 minutes a daily. When AC training one day session was offered half the year was over and I didn't have time to

implement anything new. I really don't know if I will have time next year. We will have brand new textbooks and it will only be my 2nd year of teaching.

- Although I took a one day training my only use of Active Classroom is to look for other web resources.

- Please work on glitches. In reality, the glitches tend to make the students look harder at the postings and that effect is probably a plus for students.

- I had sufficient training our 1 day only training session but not enough time to implement. We are hoping this summer to figure out how to get this started. We are 4 elementary teachers – 4th and 5th grade classes – and plan to get together, informally, to see how to implement as a modest beginning.

- I was unable to implement but implemented it exposed more students to content online – it increased communication between school and home and it is a new method for delivering content to the students.

- Specific workshops by subject area content that are teacher friendly. Then we would not have a problem. It's a good idea, Active Classroom/Front Page.

- I'm taking the advanced workshop I Active Classroom one day in the summer. I teach Phys Ed and the State Standards for my field were not in the AC data bank. I like the idea of being able to communicate with the parents. However, I had no time to establish this.
    [Another teacher] and I addressed a faculty meeting and shared the information we learned at our one day training session. As a result Steve Waterman came for one day and held a workshop on AC for 15 faculty members at our elementary school.

- It's good but I had a hard time to keep up to date. I need to come up with a way to do this that doesn't take me ½ hour, daily, to modify.

- July 1st starts a new school year – we are on a year round schedule. I started implementation. I could have used more training time at the workshop. The way courses were scheduled we were going on a vacation the next day. I'll work over my break and be ready to go next semester.

- I am a health science high school teacher who took AC training 6/27 – 29 and began implementation only to discover that I needed more time, more training.

Negative:

- When this grant first started at Mainland HS it was not very organized. People in recruiting were not knowledgeable about what recruiters were supposed to do. Much more training should be given to recruiters.
    People who lack computer skills are scared to get involved. These are the biggest disadvantages – otherwise it's very worthwhile.

- My colleagues who expressed interest and/or enthusiasm in AC had no way to experiment or explore Active Classroom because you need a password. My first web site (in my school in Somerset MA) can still be accessed. "my school on line.com" provides easy access and its free and I'm still linked to it.

- Not particularly helpful for most of the people taking the course here when people were not certain whether there was to be any follow-up. To try to incorporate lesson plans online takes a lot of time for a potential dead-end project. One day training with out of area instructor w no one on campus in a technical area, an

area in which time is a requirement, plus the need for further instruction is probable added difficulties and made the decision not to implement easier.

- My only comment would be it could have been handled differently at our school site. It could have been handled better – more preparation time more organization in terms of preparing us for what we were going to experience.

- For me it was a waste of my time at home. Hours & hours typing and trying to implement lessons plans into a machine that would not save the work.

    We have technology equipment problems at my school – computers that don't work – it's so difficult to get maintenance. In our district technology is new to our schools. Lack of personnel and too many problems at this time.

    There were other participants at this workshop who were disappointed to learn that you would not be able to input content on a Mack computer and upset to find out that in order to use this program it would require the purchase of computers at home and at school. 90% of all the computers in LA <u>are macs</u>.

- The training session was only one day. I'm not computer literate; besides that I had too much to do. Even though I know it's accepted at our school district it's on the back burner for me.

    We worked with Steve Waterman. We were 4 teachers from Horizon working together. The FCAT deadlines were around the corner and they took priority. Back burner for AC.

- That whenever teachers sign in to a ½ day or 1 day training don't do this anymore unless there will be a set up for sustained training schedules with technical support given as needed so that teachers can develop their sites with the experts nearby. Otherwise there should be additional incentives given – pay or credits – to cover the appropriate training time necessary to meet the individual needs and computer skill level of teachers who enroll.

- I wasn't able to keep up with A.C. Further, I'm moving to another school district out of state.

- I took a one day training session and did not implement it as I could or should. Time is a very big barrier for me and my student level is very low. I plan to take at least one more day of training with [name] in June and then decide about implementation. One day training sessions with a new concept to internalize requires more time than was allotted. My students are at risk. They don't look at the computer, for the most part, to check assignments, research information, et al.

- For me AC is very time consuming. For instance we do attendance on-line, & in triplicate. If 15 students are absent filling in the student ID # next to the name takes a big part of my day. I'm dep't chair in Spanish I teach levels 2, 3, 4 & AP and I'm the Spanish Club faculty adviser. Plus I do ESOL translations for my school. The last one was 24 pages long.

    My students told me that they can go into Active Classroom under a teacher's name but couldn't find my assignments, they couldn't locate the materials. I called Cathy Colwell in a panic to learn that lesson plans need to be activated every two weeks or they won't come up –

    In my classroom the TV monitor screen is large but the image comes out as 13" – too difficult to read and all the copy doesn't make the screen. Active Classroom is wonderful if you have all the equipment that comes with it and have enough time in training.

No Response: [5]

Comments Recorded in the Third Person by Interviewer

Positive: [None]

Neutral:

- I spoke with [name]. She did not implement because it was too time consuming a system for her. Second reason was that she did not bother this year because lesson plans from the computer were not acceptable – next year she will be ready to go with AC.

- [Name] wanted to use but didn't get it together, for her submitting lesson plans seemed cumbersome.

- This teacher has a 5 month old baby. She had to get off the phone in the middle of the interview and I was not invited to call back to complete what we could do. She teaches 1st grade. She understood and enjoyed the presentation of Active Classroom but it's not applicable for 1st graders, she feels.

Negative: [None]

Notes from Interviewer

- One reason for the no answer rings of all teachers at Deland HS & perhaps other schools is that the school is wired for phones throughout and it's entirely possible that they have yet to be connected! Mr. Kong says either no instrument or no switchboard hook-up.

- Mainland High School's principal told every teacher she would like them to attend a workshop on Active Classroom. She wanted every teacher's course outline connected to the Sunshine State Standards. The goal is to have the entire system/volusia County engaged in the use of Active Classroom.

- 30 teachers 1 day registered into system took time away from training. Group was too large to be beneficial. Small groups of 5 people or less in a one day training would work.