



A Statewide Comparative Report of Teacher Surveys
Prepared by
Gloria Steele and Lennie Symes
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During Year One of the Classroom Connections Initiative, two teacher surveys were administered, one during the first month of the school year and the second toward the end of the school year. In the first survey, teachers were asked to reflect on their teaching philosophies and practices prior to implementation of the laptop project. In the second survey they were asked to respond to the questions based on their experience during the first year of implementation. This report compares the results of only those teachers who completed both surveys. Both surveys were administered to teachers in electronic format.

This report includes charts to graphically represent the data and descriptive narrative of the findings. Statistical analysis of the comparative data will be completed at a later time. The chart below shows the number of teachers who completed both surveys. Watertown teacher data are not included because Watertown High School has been involved in a one to one project for three years prior to implementation of the Classroom Connections initiative.

Bachelor's Degree - Female	8
Bachelor's Degree - Male	4
Bachelor's Degree plus credits - Female	81
Bachelor's Degree plus credits - Male	52
Master's Degree - Female	7
Master's Degree - Male	6
Master's Degree plus credits - Female	28
Master's Degree plus credits - Male	17
Total	203

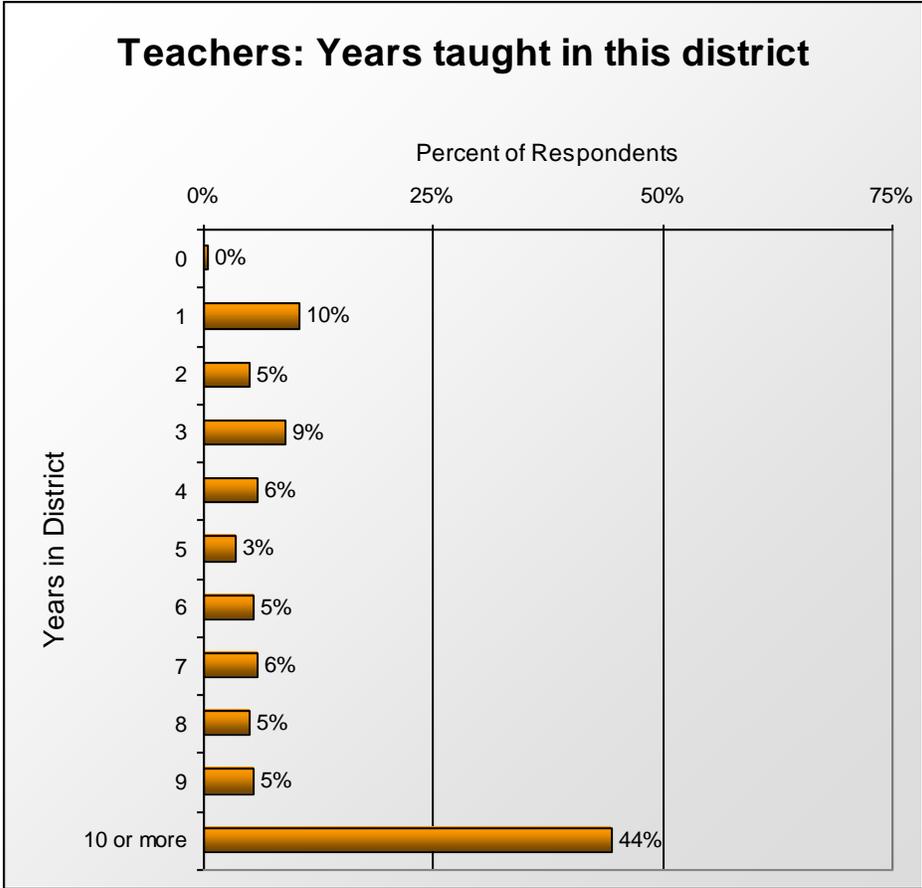


Chart 1

Nearly half of the teachers who responded to both Year One surveys reported having taught in their district for 9 or more years, indicating they are an experienced group of educators.

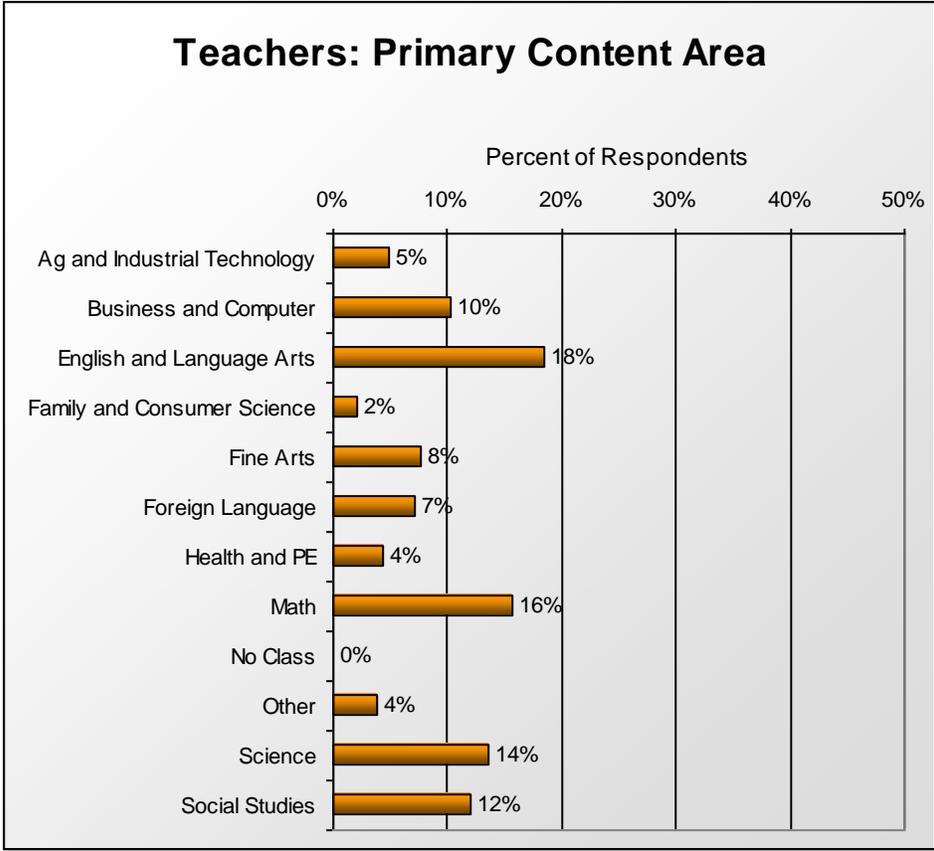


Chart 2
All academic content areas listed are represented in the survey data.

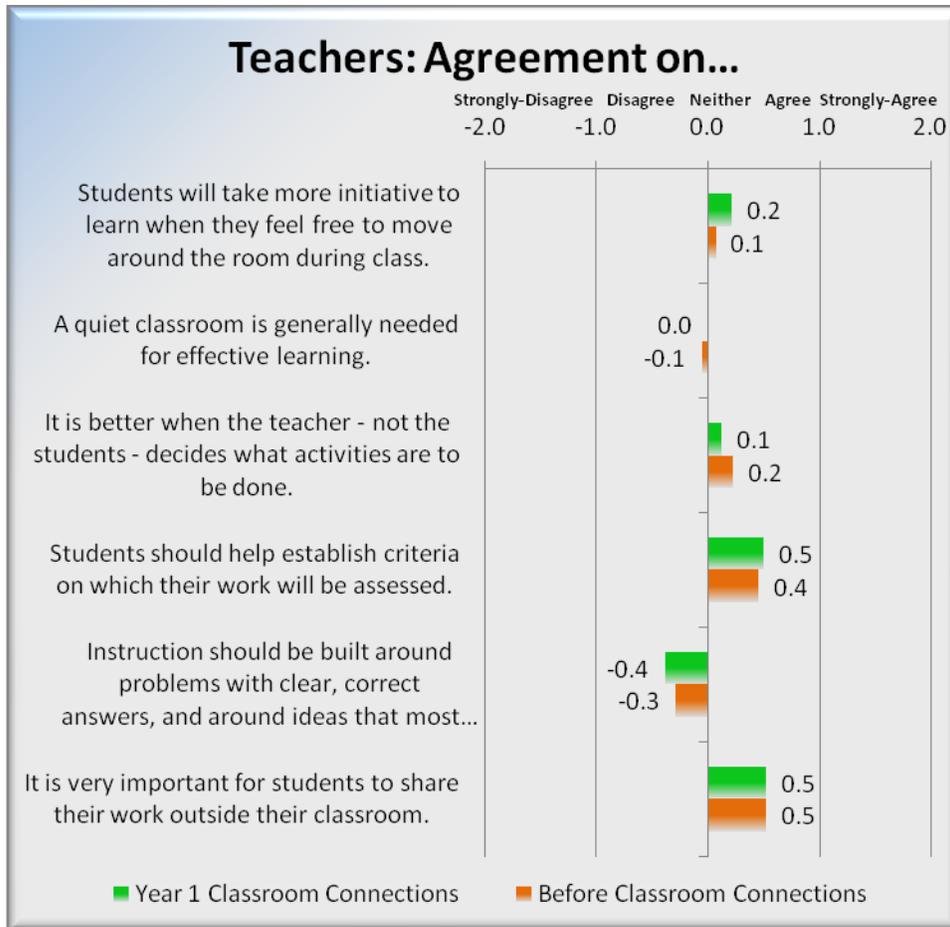


Chart 3

Teachers indicate their level of agreement with the six items in this chart has remained about the same from the fall survey to the spring survey. Teachers show a slight change (0.1) in their perceptions on five of the items.

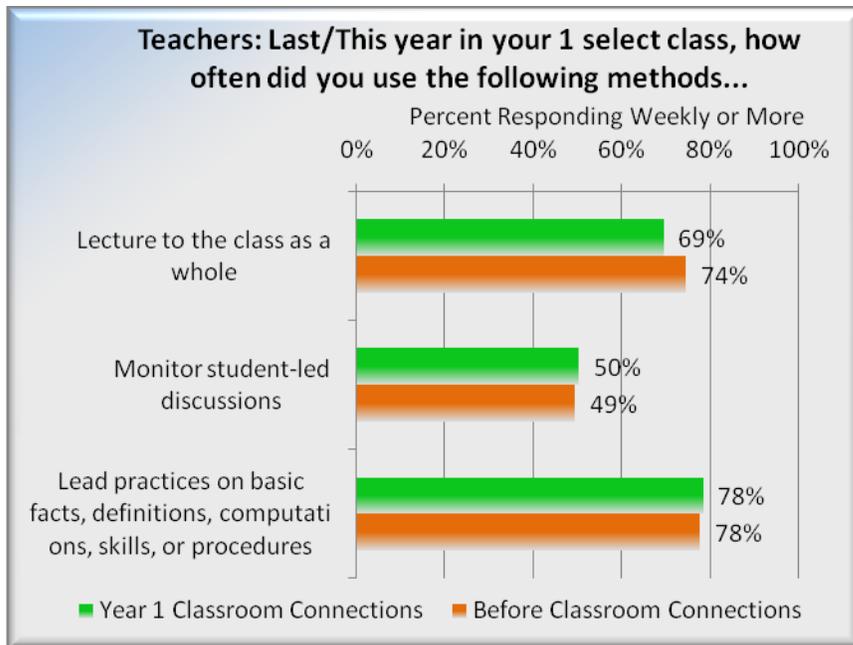


Chart 4

Compared to last year, five percent of the teachers responded that they used the method of whole class lecture less frequently by the end of the school year.

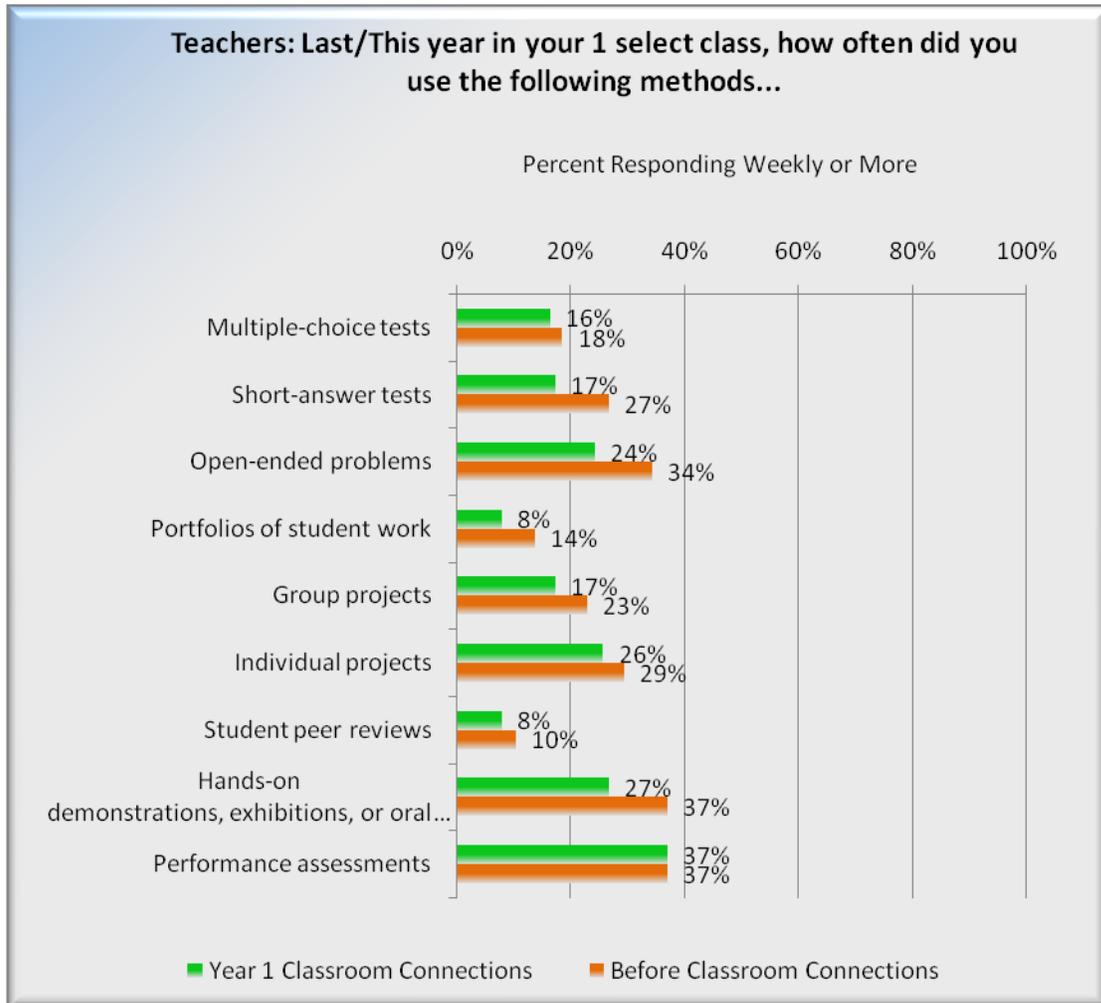


Chart 5

A comparison of teacher responses for the assessment methods listed in this chart shows a 10% decrease in weekly or more frequent use of short answer tests; open ended problems; and hands-on demonstrations, exhibitions, or oral presentations compared to last year.

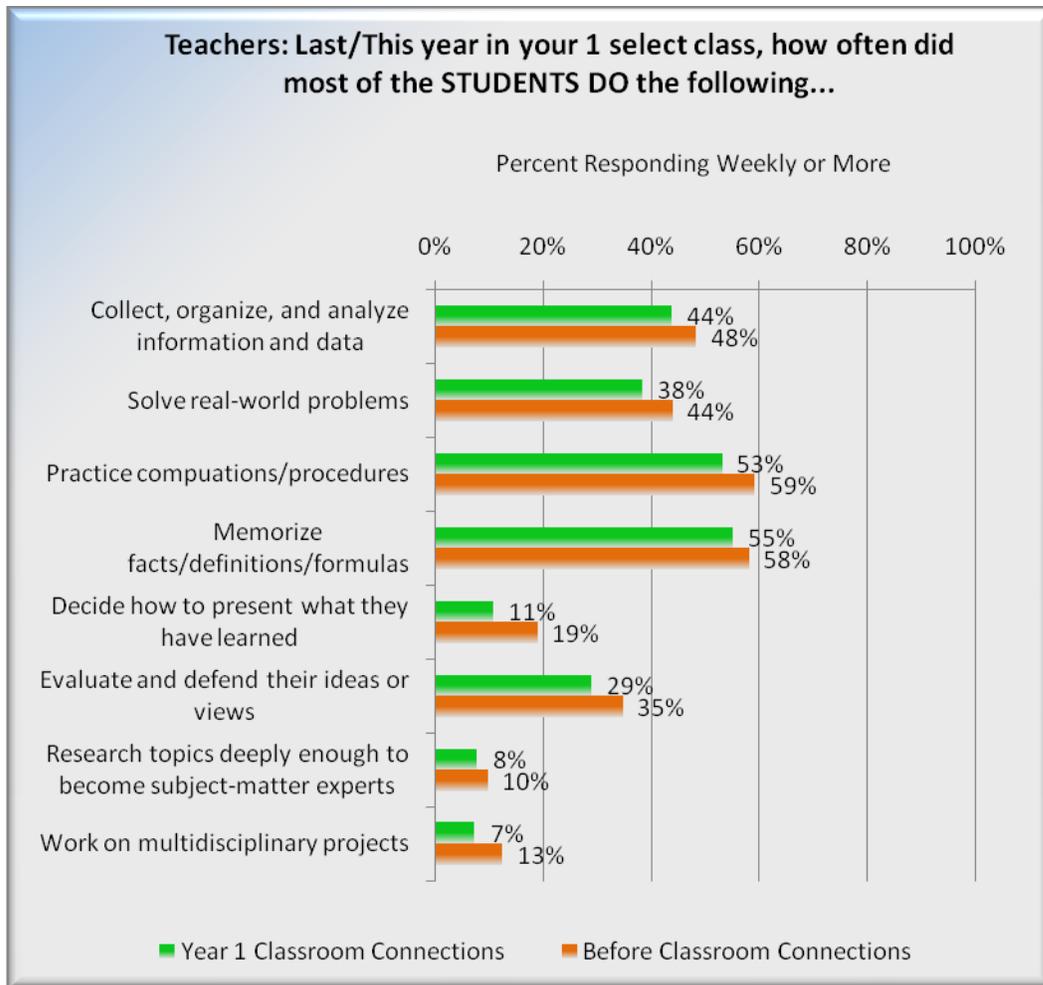


Chart 6.a.

Teachers report some decrease in student weekly or more frequent use of all eight methods listed in this chart between last year and the end of this school year. The greatest difference is an 8% decrease in students deciding how to present what they have learned.

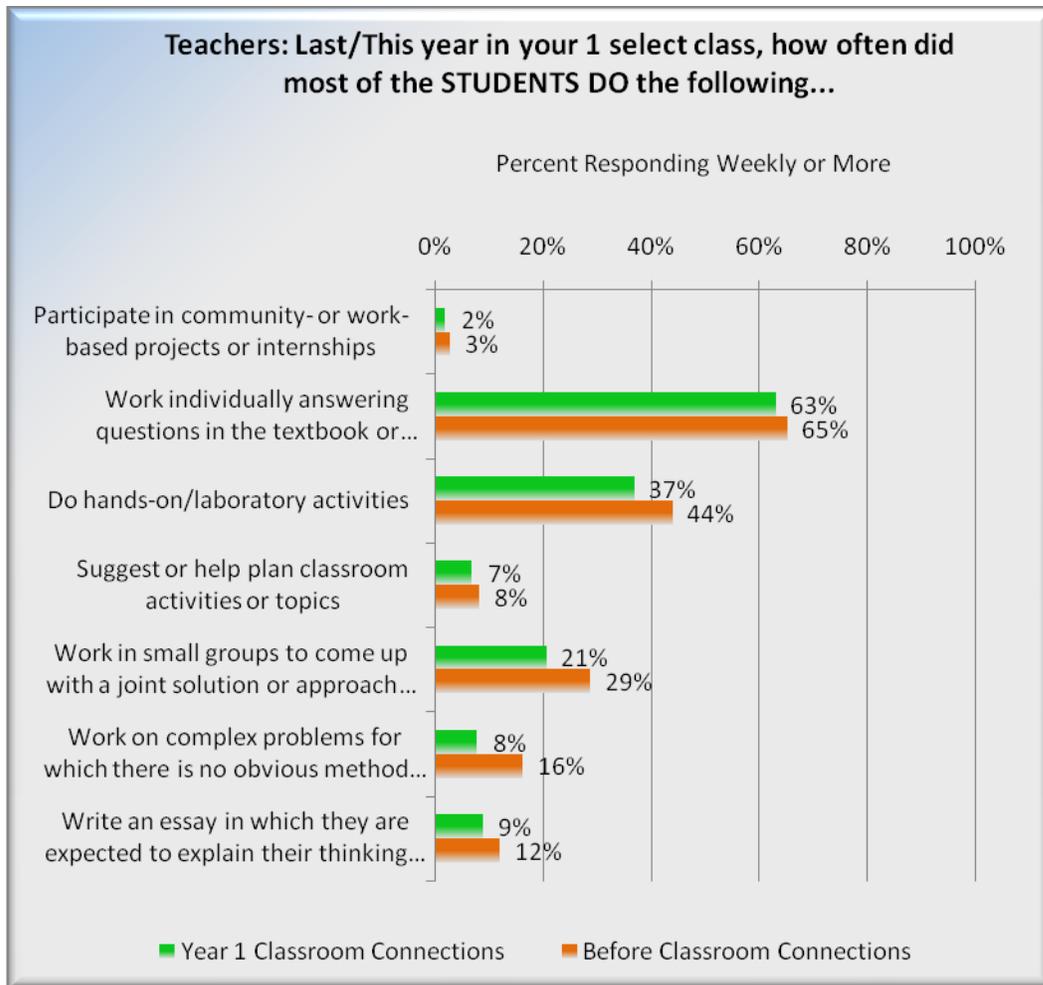


Chart 6.b.

A comparison of fall and spring survey data shows teachers report an 8% decrease in students working in small groups to come up with a joint solution and in students working on complex problems for which there is no obvious method of solution. The other items listed show smaller decreases in their use compared to last year.

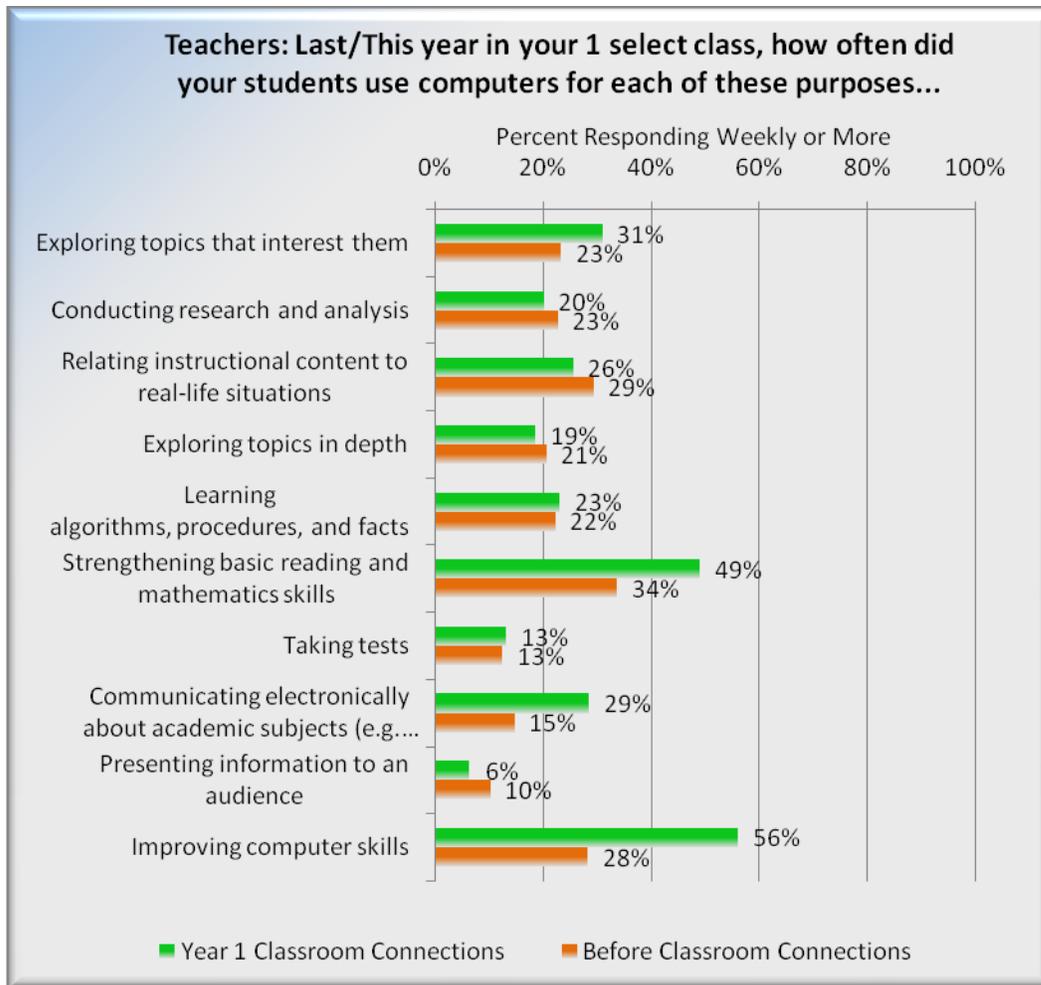


Chart 7

Teachers indicate nearly a 15% increase in student use of computers weekly or more often for strengthening basic reading and mathematics skills, communicating electronically about academic subjects, and improving their computer skills. The chart also shows an 8% increase in student use of computers to explore topics that interest them.

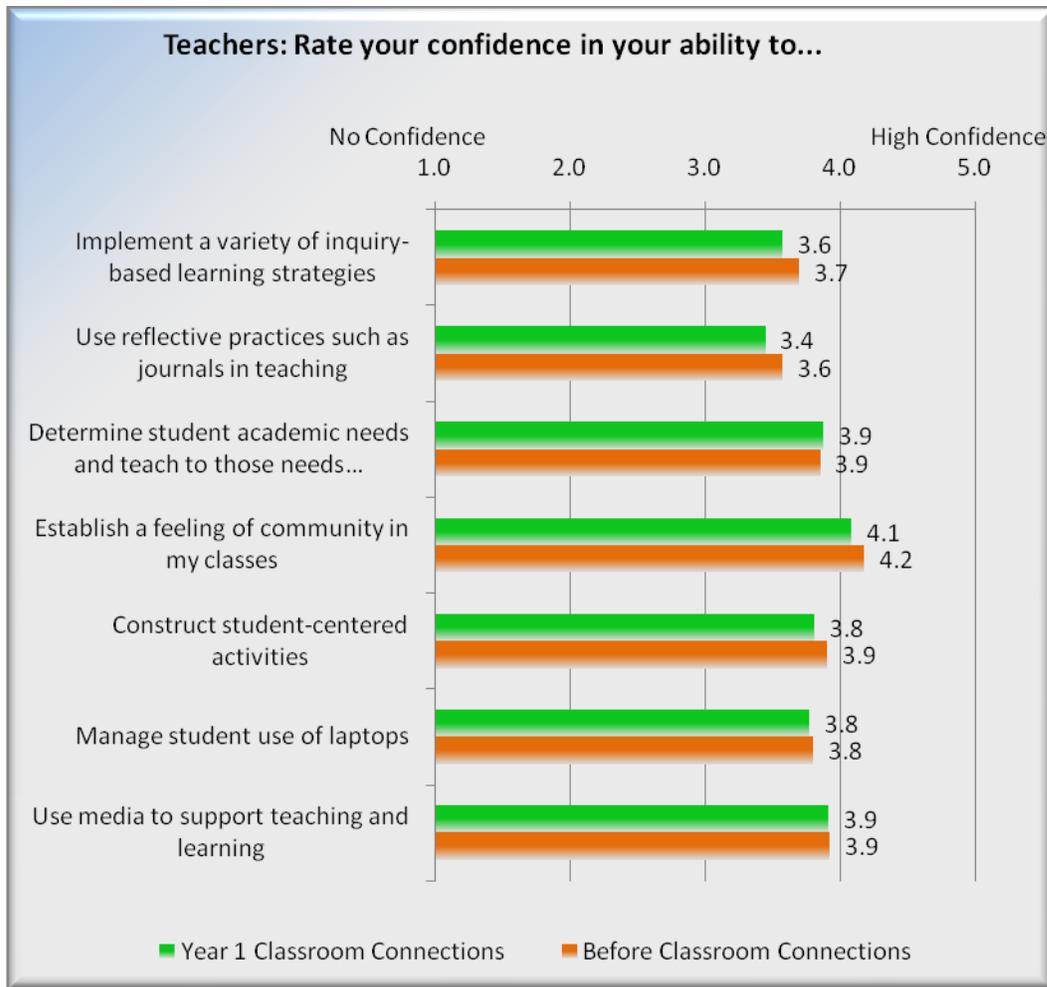


Chart 8

The survey data show very little change in teacher ratings of their ability to perform the items in this chart between the fall and spring surveys.

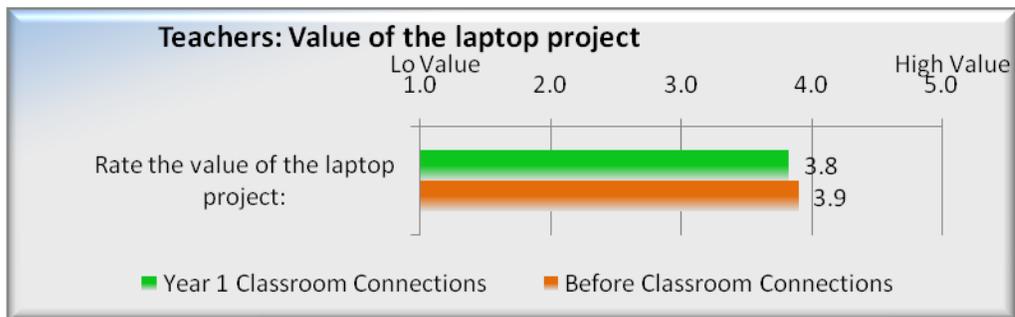


Chart 9

Teachers rated the value of the laptop project at 3.9 average on the fall survey and 3.8 average on the spring survey.

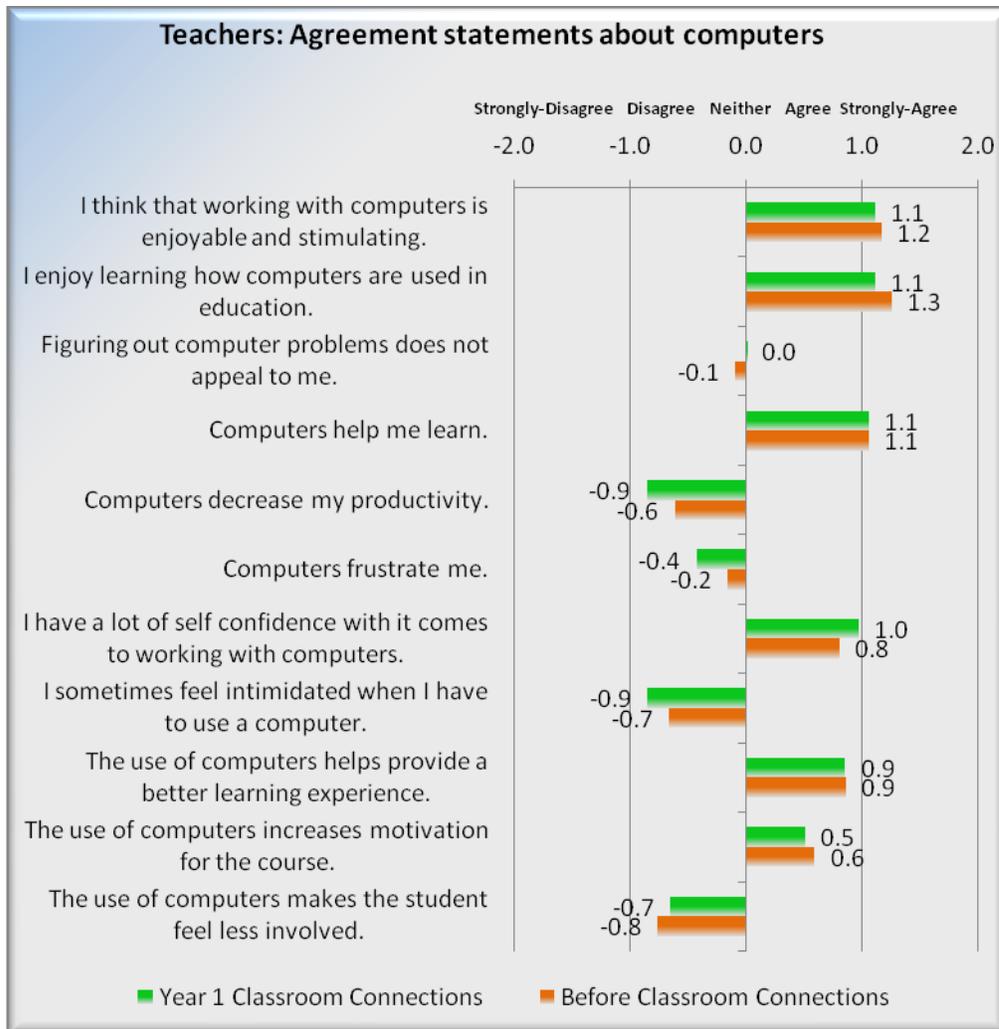


Chart 10.a.

Teacher level of agreement with the statements about computers is similar between the fall and spring surveys. Teachers show a slightly higher level of disagreement with the statement that computers decrease their productivity.

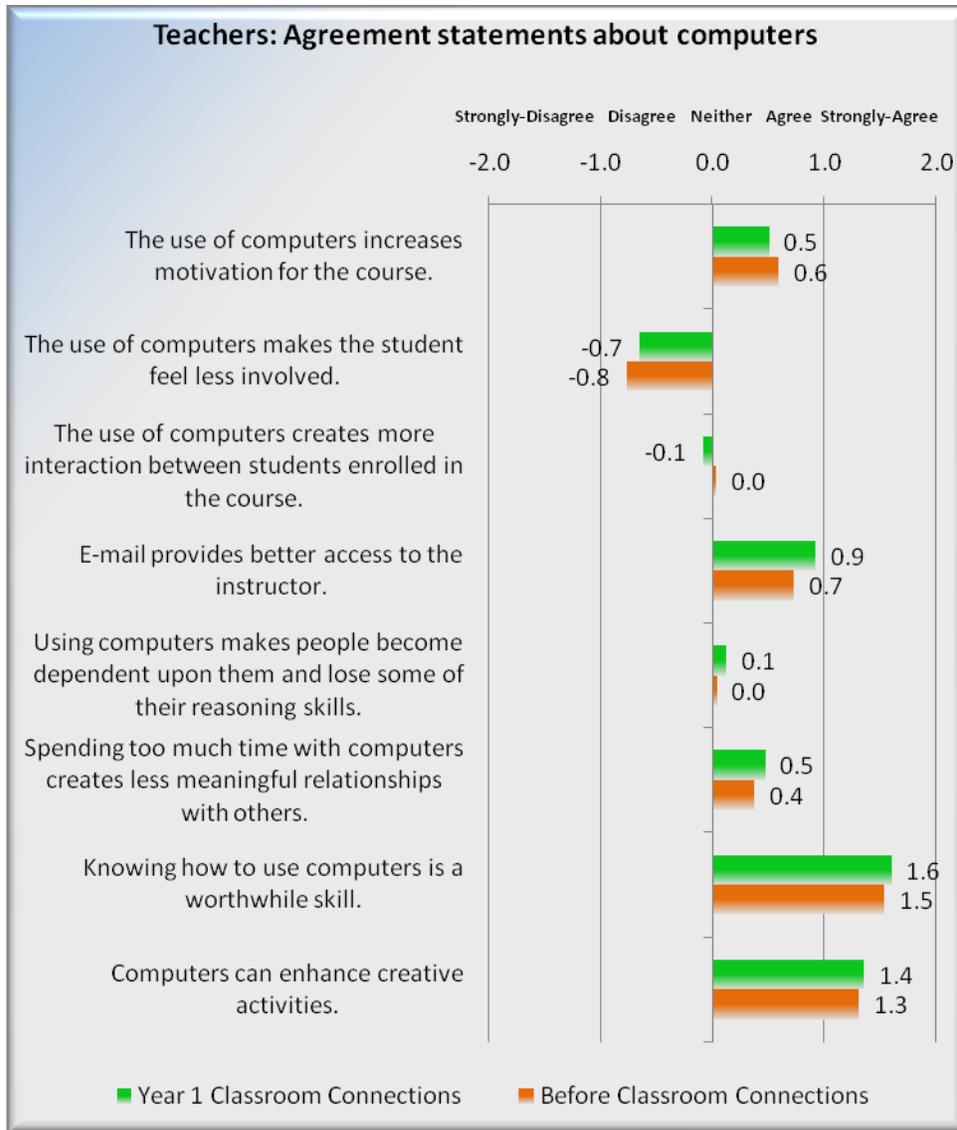


Chart 10.b.

Teachers show a 0.1 difference in their level of agreement with each of the eight items in this chart.

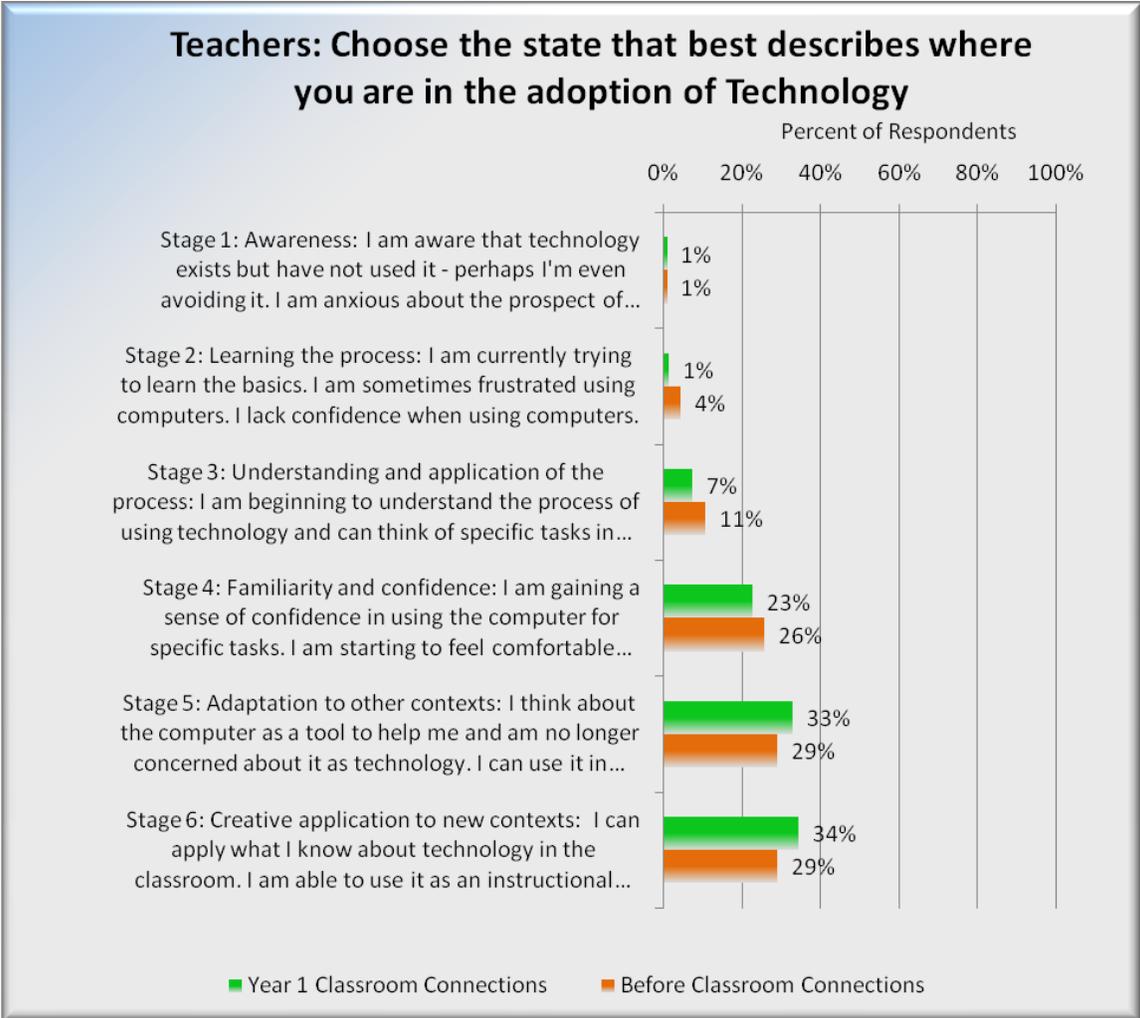


Chart 11

This chart shows that 5% more of the teachers placed themselves at Stage 6 in the spring than did so in the fall and 6% more of the teachers placed themselves at Stage 5 in the spring than in the fall.

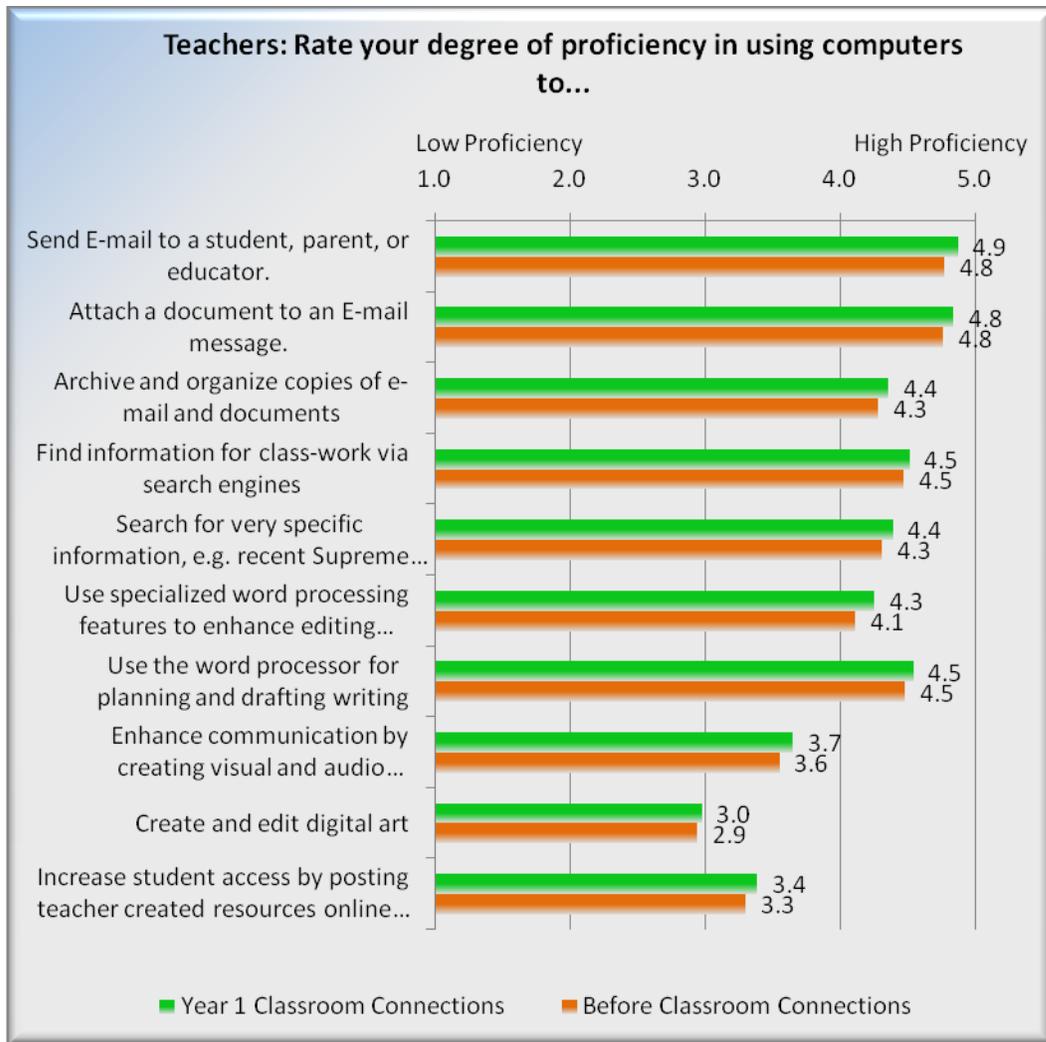


Chart 12

Teacher ratings of their degree of proficiency in using computers to perform the tasks listed in this chart are similar in the spring survey data compared to the fall survey data.

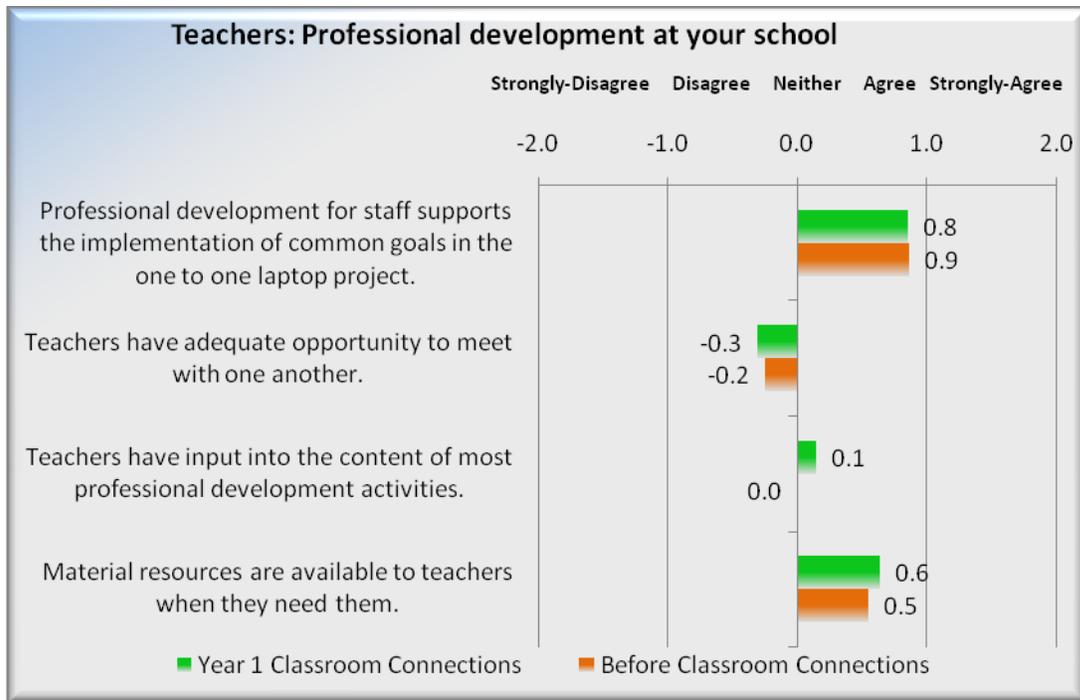


Chart 13

Teachers rated their level of agreement with the professional development statements in this chart about the same in both the fall and spring surveys.

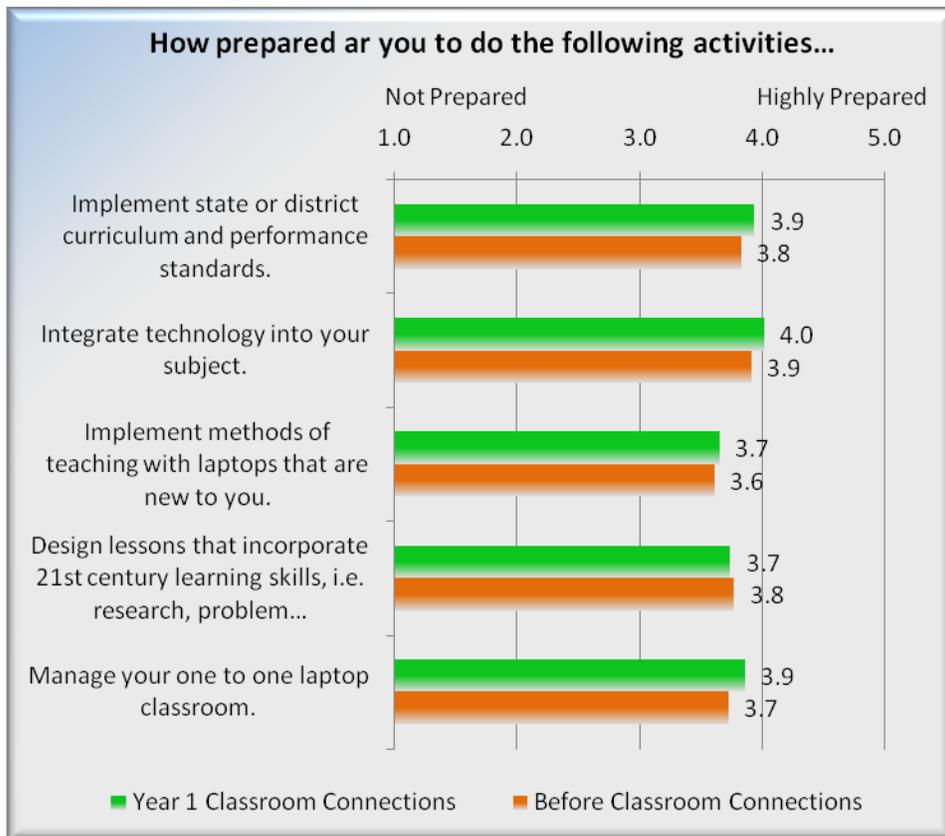


Chart 14

Teachers say they are moderately to highly prepared to do the activities listed in this chart and their ratings for the activities are similar between the fall and spring survey data. Their rating of preparedness to manage their one to one laptop classroom increased by 0.2 average in the spring survey.

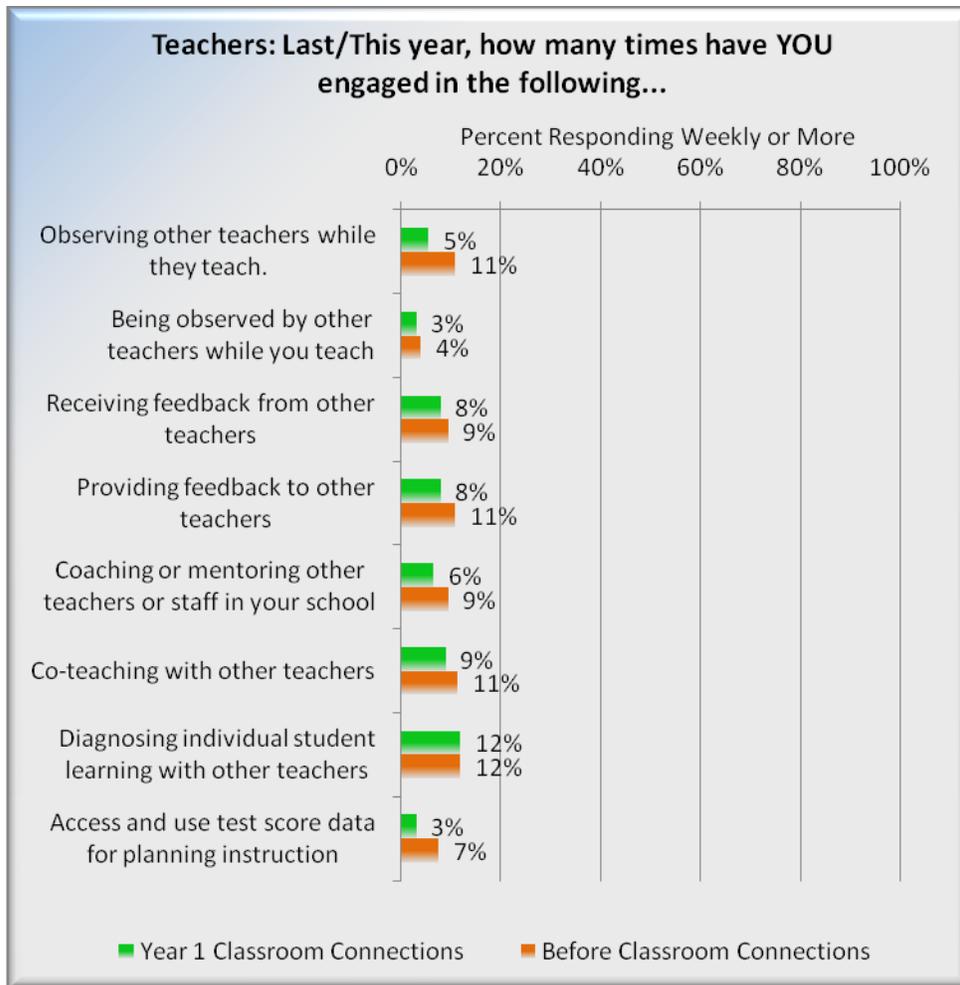


Chart 15.a.

The percentage of times teachers engaged weekly or more often in the eight professional development activities listed in this chart decreased slightly from fall to spring for all items except one. Diagnosing individual student learning with other teachers remained at 12% of the teachers saying they engage in this task at least weekly.

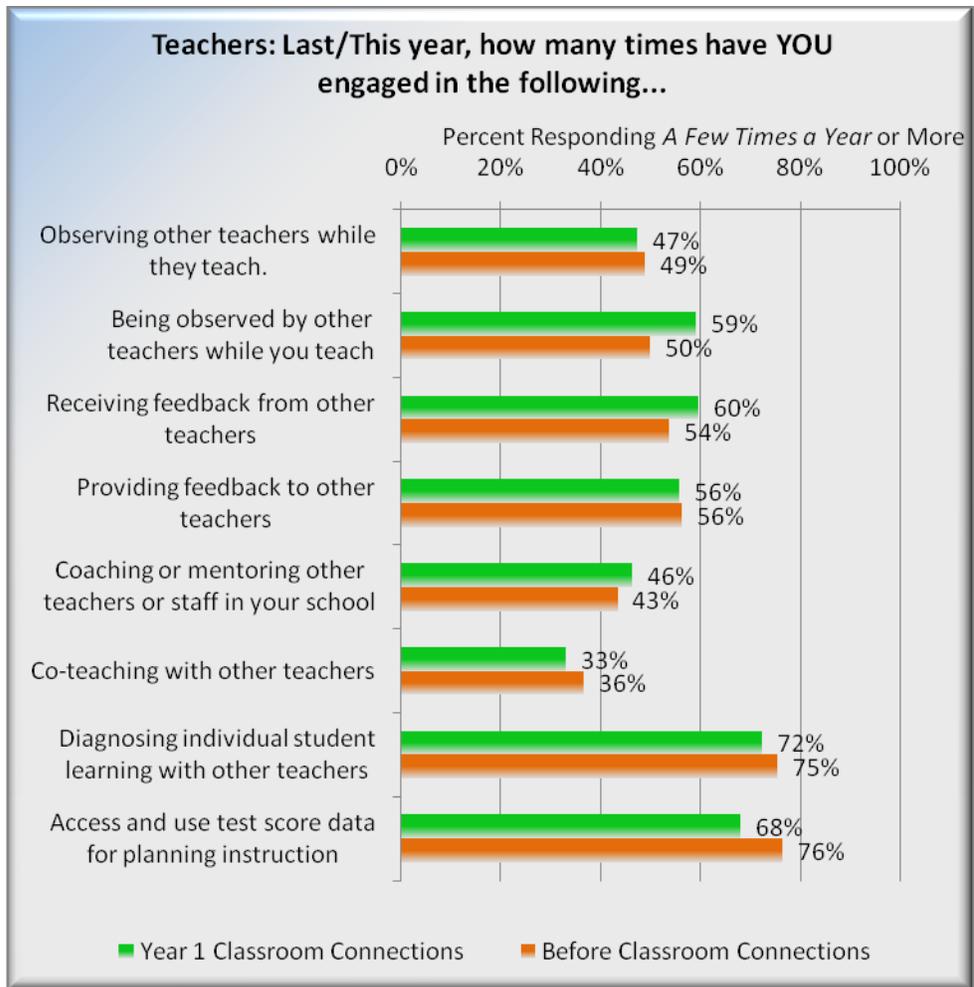


Chart 15.b.

The percentage of teachers who engaged in the eight professional development activities listed in this chart a few times a year or more often decreased slightly from fall to spring on all but two tasks. More teachers say they received feedback from other teachers and were observed by other teachers this school year compared to last year. Fewer teachers reported using test score data for planning instruction.

Summary of findings:

The comparison of data between the Fall 2006 teacher survey and the Spring 2007 teacher survey shows only slight increases or decreases in the items included in each survey category.

Some differences in the data that stand out include the following:

*There is a ten to fifteen percent increase in the number of teachers reporting student use of laptops for strengthening basic reading and mathematics skills; exploring topics that interest them; communicating electronically about academic subjects and for improving student computer skills at least weekly.

*The number of teachers who placed themselves at in the top two levels, Stage 5 or Stage 6 of the Stages of Adoption of Technology increased by 10% from the beginning of the school year to the end of the year.

*Teachers indicated a slight decrease in the use of several of the instruction and assessment methods included in the survey.