


Slide 1

Monitoring and Evaluating
Your Technology Plan

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Greetings. I'm Harvey Barnett. Welcome to "Monitoring and Evaluating Your Technology Plan," another in Portical's series on technology planning.

Slide 2

Assumptions

- Vision
- Content standards
- Professional development
- Hardware, software, support
- Budget and funding




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For purposes of this presentation, we'll assume you've thought quite a bit about your technology planning process. You have already developed a vision for technology use, described how technology will be used to help your students meet relevant content standards, planned a professional development program for your teachers, developed plans for hardware, software acquisition and support, built an infrastructure plan, developed a budget, and identified funding resources. Now, despite being exhausted, you're ready for the last important component: a plan to monitor the implementation and evaluate the results of student and staff technology use.

Slide 3

Agenda

- Monitoring vs. evaluating
- Assessment tools
- Resources




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In this presentation, I'll discuss the differences between monitoring and evaluating your technology plan. In addition, I will describe some assessment tools and other resources that you can use to measure the impact of technology and evaluate its effects on student achievement.

Slide 4

Monitoring

- Reviewing progress against time lines and benchmarks
- Continuous
- Midcourse corrections critical to success




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Monitoring is the process of reviewing the implementation of your plan against the timelines and benchmarks you developed when you wrote the plan. Monitoring is critical to the success of your implementation. Monitoring is continuous, not a once in awhile activity. It is important to know what's working and what's not and to make mid-course corrections as necessary. Districts that have implemented a continuous improvement plan are demonstrating powerful results because successful practices are identified early and supported, and what's not working is modified or deleted.

Slide 5

Implementation Activities	Time Line	Budget	Monitoring and Evaluation Activities

Responsibility _____




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A format that works for most districts looks like this: This model provides an opportunity to align implementation and monitoring and evaluation activities when the plan is developed and assign responsibility to a staff member to monitor a component of the plan. This format also will help you to meet the monitoring guidelines in the "Recommended Guidelines for School District Education Technology Planning."

Slide 6

Evaluating

- Reaching value judgments
- Have we made enough progress?
- Are the results good ones?




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Evaluation is the process of reaching value judgments. It's about deciding whether the progress you've made in implementing your plan is enough progress and whether or not the results obtained are good ones.

Slide 7

Effective Evaluation

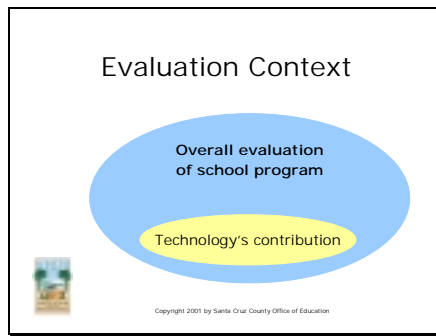
- Based on sound assessment
- Looks at teachers' instructional strategies
- Avoids reliance on single, high-stakes test



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If your evaluation is going to be an effective one, it must be based on sound assessment—assessment that is aligned with the appropriate content standards and your technology objectives. It should take into account the instructional strategies employed by teachers. Perhaps most importantly, your evaluation cannot rely solely on high stakes testing. In fact, it is very difficult to measure student achievement supported by technology by standardized tests alone. Many of the benefits of technology use simply are not measured by such tests.

Slide 8




Technology plans do not stand alone. They are components of larger, comprehensive school and district improvement plans. Likewise, the evaluation of your technology plan needs to take place within the context of evaluating your overall instructional program. This is not easy. As you design your evaluation plan, think about who will do the evaluation work. Does the district have the capacity to conduct a sound and effective evaluation on its own? If not, look to other resources such as your regional technology support group or other non-profit organizations that have a history of conducting evaluations of technology plans.

Slide 9

Assessment Tools

- Rubrics
- Inventories
- Artifacts
- Surveys




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As I said earlier, standardized tests do not measure the full range of technology's impact on student learning. To do this, educators use alternative or performance assessments. These types of assessments differ from traditional true/false or short answer paper and pencil tests. Alternative assessments take as the object of assessment the work students do. Alternative assessments provide evidence of the content of the student's learning in relation to established standards. Some very useful assessment tools include rubrics, skill inventories, student artifacts, and student, staff, and parent surveys.

Slide 10

Rubrics

- Objective
- Clarify expectations.
- Focus attention.
- Provide feedback and benchmarks.




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Well constructed rubrics are very useful and versatile and have several advantages. They allow assessment to be more objective and consistent. They encourage the teacher to clarify the criteria for good work and clearly show the student what is expected. Rubrics can promote student awareness of the criteria to use in assessing peer performance and provide useful feedback regarding the effectiveness of the instruction. Rubrics provide benchmarks against which to measure and document progress.

Slide 11

Inventories

- NETS Project
- Milpitas Technology Developmental Continuum
 - Explore
 - Compose
 - Refine




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Skill inventories can be a useful assessment tool. An adopted student technology skills proficiency matrix can help your teachers to know what technology skills students are expected to know and can help demonstrate student growth. The NETS project has developed a model set of standards that can be adapted for your own school or district. An excellent California model is from the Milpitas Unified School District. The district has developed a Technology Developmental Continuum that describes the technology skills and knowledge that a student should possess linked to performance indicators. It is divided into three developmental levels: explore, compose, and refine. Links to both the NETS Project and the Milpitas continuum are found in Portical's resource section.

Slide 12

Student Artifacts

- Published works
- Web pages
- Multimedia stacks
- Videos




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Student artifacts are powerful examples of what students have learned. Published works, web pages, multimedia stacks or student-produced videos can be collected and shown to parents, at school board and community meetings. When you share such artifacts, be sure to guide your audience to see how these artifacts demonstrate what students have learned. Point out how they embody the standards and skills your technology plan addresses.

Slide 13

Surveys

- Provide snapshot of perceptions
- Overtime, can provide trend data
- Point to strengths and weaknesses




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Surveys provide a great tool to measure how students and teachers are using technology. You may develop surveys for parents as well. Surveys provide a snapshot of perceptions at a given point in time. Used over several years, the data you collect from these surveys can show trends and help identify the strengths and weaknesses of your program.

Slide 14

On-line Tools

- CTAP²
- Profiler
- California Educational Technology Survey
- enGauge



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There are a number of other resources that can help you monitor and evaluate technology use. CTAP² is an on-line, self-assessment tool that allows teachers to determine their level of technology proficiency. Collecting this data for your school or district over time will demonstrate the growth of teachers' technology proficiency skills, and also assist you to develop staff development plans that will meet staff identified areas of need. Like CTAP², Profiler is a self-assessment tool, but it also inspires cooperation and collaboration. You can take a survey to assess your technology abilities and find someone who can help you strengthen these skills within your school. Use Profiler to strengthen your school district's ability to share expertise. Information from the California Educational Technology Survey will provide you with a complete picture of the status of technology in your schools or district. You can use this information to determine what technologies are in your schools, and that's important information as you develop a funding plan.

Finally, enGauge is a new web-based framework developed by NCREL. The enGauge framework identifies Six Essential Conditions—system wide factors critical to effective uses of technology for student learning.

Slide 15

Other Resources

- Focus groups
- Technology enhanced lesson plans
- Student data



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There are some other resources you should consider for rounding out your evaluation toolkit. Focus groups allow you to interview teachers and others. Use these sessions to listen to teachers about how they use technology to impact student learning. You will hear compelling stories about technology and its effects that you can share with all your stakeholders in writing and at meetings. If you need more information on how to use focus groups, you'll find on-line references in Portical's resource matrix. Collect the lesson plans teachers develop where technology is a significant factor. Each plan provides information on how the lesson is designed to meet content standards and how it will be evaluated. The lesson plan combined with the student artifacts developed as a result of the lesson will provide powerful evidence of student learning enhanced by technology use. You'll find WestEd's Unit of Study form helpful when collecting this information. And don't overlook basic data on such things as student attendance, discipline records, and

drop out rates. Research has demonstrated that technology reduces student drop out rates, increases attendance and expands time on task.

Slide 16

Reporting Results

- Share with all stakeholders.
- Report aggregated data.
- Make widely available.
- Gain a strong commitment.




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Reporting is the final step in the evaluation and monitoring process. It is important to let all of your stakeholders know the progress you are making with your implementation and to what degree technology is impacting student achievement. Remember that when you release data, be careful to always aggregate it by school or district. Nothing will undermine your teachers progress faster than if they fear that individual results will be released allowing parents and others to compare them against other teachers. Your evaluation has no value if you don't make the results widely available to all of your stakeholders. Doing so helps everyone to participate in the process of discussing the costs and benefits of technology. Yes, evaluation takes time and resources but a public process most often results in a stronger commitment to supporting the use of technology to impact student achievement.

Slide 17

Finding Resources

- Go to Portical.org home page.
- Click the "Find" button at the top of the page.
- Enter the resource name in the search box.



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I hope you've found this brief overview on monitoring and evaluation helpful and that you'll want to share the information with others. The Portical resource matrix includes links to all the resources mentioned in this presentation as well as to many more similar resources you will find useful. Simply click the FIND button on the Portical home page and enter the name of the resource in the search box. Finally, return often to Portical. In the upcoming months, you'll find a growing collection of presentations like this and other resources on a variety of topics to assist you in your technology leadership role. For now, this is Harvey Barnett saying, "Good by until next time."

Citations:

- [California Educational Technology Survey](#)
- [Conducting Focus Groups](#)
- [CTAP2](#)
- [enGauge](#)
- [Milpitas continuum](#)
- [NETS Project](#)
- [Profiler](#)