

Program Evaluation for CET 720

Evaluation Purpose:

The Mitchell School District is comprised of one technical school, one high school, one middle school and four elementary schools. The MSD prides itself on having ample computers available for all students at each school. Other technologies have been supplied by the state as well. Three technicians have to supply technical services to the entire district. The purpose of our evaluation is to determine the satisfaction of those requesting the technician's services and the quality of work done by the 3 technicians. The evaluation shall also investigate the current work load trends of the technicians to determine if an efficiency problem exists.

Evaluation audience: students, teachers, school board, administrators, MTI, secretaries, custodial and staff librarians of the Mitchell School District

Evaluation description:

Location Mitchell School District

Type/age of students k-14

Tech infrastructure:

-software, over 1000 computers, servers, wiring etc., # of computers, # of servers, overheads, routers, T1 lines, hub rooms, switches, hubs, cable or phone lines, (e-rate phone lines counted even if not for a computer), wireless equipment, printers, scanners, digital cameras, digital camcorders, CD burners, DDN, SIVN

Professional development activities:

-little training for staff in regards to problems technicians address

Mitchell Technical Team: The Mitchell District has a technical team comprised of a director, department secretary, secretary/web developer and three technicians. The team makes decisions regarding which technicians will do which types of jobs. Work orders are sent via district mail or submitted via a district web site. The secretary gets the work order requests and dispenses the orders to the technicians. They also split up large jobs. The work orders are completed and returned to the secretary who tracks them in a database.

Guiding questions:

- What are the working job description and support goals of the computer technicians?
- What are the expectations of technicians and teachers/users?
- In what ways and to what extent do the expectations of the service requesters match the job descriptions for which the technicians were hired?
- What issues affect response time and effectiveness of technician support in the k-14 system?
- What problems addressed by technicians are of a trainable nature that district employees could repair themselves?

Description of evaluation:

This evaluation of the perceived position and performance of the technical support staff in the Mitchell School District is to provide a better understanding of their work and to seek ways in which to improve documented and perceived performance. The evaluation will be a formative approach to evaluate the ongoing technology support issues within the Mitchell School District. The evaluation team is comprised of district employees who will look at data collected from the technicians, technician directors, and secretaries. Interviews of personnel as to satisfaction on time frames, time on task, satisfaction with completed work orders, and the job done by technicians will be conducted. Random samples of data from the request forms and email interviews will also be used to gain an understanding of the support technicians job and how demand is affecting them.

Evaluation Question	Info Needed	How Info is Collected	Analysis & Interpretation
<ul style="list-style-type: none"> • What are the job descriptions and support goals of the computer technicians? 	Job description used for hiring by the director of technical support services at MTI. We also need to know the goals technicians' have regarding their work performance, quality, support and service goals.	The job description will be requested from Dan Muck, director of technical support services at MTI. Interviews will be conducted with the technicians to determine their service goals.	Because there are only 3 technicians, each of the goals listed by them will be cataloged. These goals will be categorized into major groupings to look for general goals.
<ul style="list-style-type: none"> • What are the expectations of technicians and teachers/users? 	We need to know what teachers expect technicians to be able to do and what time frame	In November, we will survey random selection of teachers, the support director, and all three of	A frequency distribution in a graphical representation to show the number of times a pattern or theme is mentioned

	they expect jobs to get done in.	the technicians in a qualitative essay form.	will be tallied. Recurrent patterns and themes will be discussed and noted by the evaluation committee.
<ul style="list-style-type: none"> In what ways and to what extent do the expectations of the service requesters match the job descriptions for which the technicians were hired? 	We need to know how teachers rate the performance of the technicians. Job description of technicians, expectations of teachers/users, and types of requests made by teachers/users.	A web-based Likert scale survey will be given to the sample teachers to rate the effectiveness and response time of technicians. Job descriptions and expectations are collected in the above sections. A random sample of job request orders from the previous year will be collected and categorized. A log of work orders assigned and completed will be obtained from the MTI technical secretary staff.	Inspection within the work orders categorical stature will be compared with the most frequent problems technicians mention. Job request orders will be correlated with the teacher expectations to determine if technicians are doing what the teachers anticipated. A histogram of the categorized work orders will be made to look for patterns. Requests that do not match descriptions will be noted and categorized.
<ul style="list-style-type: none"> What problems addressed by technicians are of a trainable nature that district employees could repair themselves? 	Work orders from the MTI secretarial staff and definitions of teacher trainability for the evaluators.	Random work orders would be selected from the previous years collection in clusters representing the various schools then a simple random selection from within the clusters will be done to ensure areas of the Mitchell School District have been sampled.	The selected work orders will be categorized from easily trainable to advanced training needed to not trainable. The categories would be totaled to get an overall picture of the trainability of the service work requested.
<ul style="list-style-type: none"> What issues affect response time and effectiveness of technician support in the k-14 system? 	Factors affecting response time and effectiveness of technicians needs to be accumulated.	Technicians will be interviewed as to what affects their response time and effectiveness (list the top five reasons items take longer.) A log of how work orders arrived and how soon noted, assigned and completed will be obtained from the MTI technical secretary staff. A diagram showing how work orders are processed would also be requested from the technical support staff.	A correlation of recurring issues regarding effectiveness and response time in the technician interviews will be made and a correlation value recorded. Graphical data showing times of repair needed for work orders of similar stature. An interpretation of the work flow diagram would be conducted and a meeting with the technical department would follow to discuss the findings and issues regarding efficiency.

Evaluation Reporting:

A brief one-page overview of the evaluation will be submitted to the school board and each building to be posted prior to the start of the evaluation to inform our audience of the activities that will be conducted. Once the initial data is collected a second brief report will be sent to the same audience to inform that the data collection process is complete and analysis is underway.

Within a month of the final analysis and interpretation of the evaluation, individual stakeholders of the Mitchell School District will be sent copies of a description of the evaluation we have conducted and an invitation to attend a school board meeting in which we summarize and discuss our findings. The students will be informed via the school newspaper and a general invitation extended to all of them. The school web-site will have a page regarding our evaluation so that students, parents and other members of our audience may have access to the evaluation description and invitation.

The evaluation reporting committee will include not only the members of the evaluation team but also the technology support services department. We will meet with this group prior to the report and seek insights by all parties as to the changes necessary (if any) and the change agents needed to make adjustments in current policy.

An oral presentation will be given utilizing Power Point with graphical data to support findings and results, including recommendations for change as decided by the reporting committee. A final presentation will also be given to the Technology Board for implementation decisions to be discussed and decided upon. The results and implementation decisions may lead to further reports if the decisions include more teacher training and in-services, then a building by building report would be given at the staff meetings of each location to help all staff understand the value of the changes.

Hardware Audit:

The administrators and technology specialists in each building of the Mitchell School District will be asked to complete the hardware audit for their school. The categories of the audit are classroom components, computer lab components, general school technology items, distance education components and district technology support. By becoming informed at a district level of what items within these categories we currently have, the district will be able to make informed decisions of where to allocate money for the Mitchell School District. The audits will be completed and sent to the evaluation team for compilation and analysis.

- Click on the following web-site to complete or view the hardware audit for the Mitchell School District:

<http://www.santel.net/~bmastel/hawkes/survey.html>

Software Evaluation:

Some basics are necessary for the evaluation of any educational media—from tried and true books to digital information. Thus, reliability of source [publisher] and authors remains critical. Not all materials claiming to be educational actually are; this is no different for software. Sometimes the educational aspect of the software can be bypassed by users who find the goal can be reached without picking up the expected information and learning. [See <http://cssjournal.com/caftori.html>, The Design, Evaluation and Usage of Educational Software by Netiva Caftori and Marcin Paprzycki.] Using an evaluation guide can help the teacher increase the likelihood that learning will actually take place.

Name of software _____
 Company _____
 System requirements _____
 Software: \$ _____
 Licenses: \$ _____
 Number of Licenses: _____
 Total Cost: \$ _____

To complete the following evaluation, please check the items that apply to this software, if the item is **bolded** fill in the appropriate response.

Learner environment: (setting software is to be used)

- _____ individual
- _____ small groups
- _____ classroom
- _____ computer lab
- _____ auditorium

Content:

Discipline:

- _____ language
- _____ foreign language
- _____ mathematics
- _____ science
- _____ social studies
- _____ consumer science
- _____ industrial science
- _____ computer science
- _____ arts
- _____ other
- _____ multi-disciplinary:

includes which content areas: _____

Quality:

- current/up to date
- accurate
- web-based support material
- years in print:** _____
- sources cited
- favorable reviews

Ancillaries:

- teacher materials
- student materials
- list printed materials that accompany the software:**

Software complexity:

- write in appropriate reading level :(pre-k, k – 14)**
- write in hours needed to become proficient at the software**
- age/grade level**
- ease of setup
- customizable
- tutorial included
- templates included
- training video included

Purpose:

- introduce topic
- support curriculum
- experiment/collect data
- drill and practice
- content specific information gathering
- problem solving
- research tool
- simulation
- assessment

Technology support:

- on-site training
- web training
- phone only support
- Toll Free Tech Support
- Hours available
- Time of support (90 days, 6 months, one year, unlimited)
- extra \$\$ or with purchase**
- web-site for support (FAQ's/searchable tech databases)

Curriculum standards:

For each standard that is met by the software, write the level of the standard that is met (national, state, local, or a National Education Technology Standard) a brief description of the standard itself.

- _____ : _____
- _____ : _____
- _____ : _____

Website Evaluation:

As the push for technology integration into the classroom continues teachers will need to hone their skills of evaluating the tools they may use in this area. As the Internet becomes a more widely used source for content enhancement, evaluation tools are becoming necessary to aid in the evaluation of the viability of websites to the teacher's curriculum. The following evaluation form is for judging the quality of websites to be used in the classroom and has been developed for teacher use. It is recommended that multiple persons evaluate similar sites to achieve an unbiased evaluation.

Teacher Evaluation Form for Web Sites

Name/Title of web site: _____

Subject of web site: _____ URL/address: _____

Author [a person] or Source [an entity]: _____ Intended audience: _____

Will use it with (grade) _____ and subject: _____ Lesson Plan attached? _____

Site fits this curriculum objective:

Date of planned use: _____ Type of use planned [activity, simulation]

Reason for use [supplement, resource, teaching site, etc.]:

Rating system for evaluating web sites:
 Plus symbol (+) when site is quite good in an area.
 Numeral 0 when site is neutral or not outstanding
 Minus symbol (-) when site is poor in an area.

Circle your choice. Rating evaluation totals at end of evaluation document.

Categories	Criteria	Rating	Comments
Depth	a. Is content adequate, useful and related to curriculum need?	+ 0 -	_____
	b. Is content objective [not showing, gender, racial or other bias]?	+ 0 -	_____
	c. Are the multimedia features and illustrations important to the content?	+ 0 -	_____
Accuracy	a. Is the information reliable?	+ 0 -	_____
	b. Does site state who is publishing the information?	+ 0 -	_____
	c. Has the site won any awards?	+ 0 -	_____
Format	a. Is the site easy to use?	+ 0 -	_____
	b. Is the site easy to understand?	+ 0 -	_____
	c. How many links before reaching useful information?	+ 0 -	_____
	d. Is the website interactive, welcoming student participation?	+ 0 -	_____
	e. Is the site attractive?	+ 0 -	_____
	f. Can students use site without a lot of teacher assistance?	+ 0 -	_____
Accessibility/Speed	a. Are links always accessible?	+ 0 -	_____
	b. Do internal and external links work?	+ 0 -	_____
	c. Is there a reasonable download time, no matter the type of internet	+ 0 -	_____

Purpose	access speed?				
	d. Is site updated on a regular basis?	+	0	-	_____
	a. Does site provide an introduction to the subject?	+	0	-	_____
	b. Does site provide an enhancement to the topic?	+	0	-	_____
	c. Does site provide an extension through related links and sidebars to the subject?	+	0	-	_____

Totals: + _____
14-19 + A High quality website
8-13 + A Moderate quality site
0-7 + A Poor quality site