

ENUMCLAW SCHOOL DISTRICT TECHNOLOGY PROGRAM REVIEW

STAFF SURVEY AND INTERVIEW ANALYSIS

Use of Technology

- Enumclaw staff are heavy users of technology, with 81% choosing the top two levels of use in the survey. This was reflected in the interviews as well, with many staff feeling their jobs were now totally dependent on technology.

Professional Development

- This was an area of significant concern for staff in all positions. Most of the responses to questions framed as *I have training I need to...* were answered overwhelming in the negative. The highest levels of positive response were related to training for standard applications, WESPaC, and use of the network, and even here the negative responses ranged from 26 to 40 percent.
- Comments in this section heavily favored onsite training, with many also suggesting during release time. A smaller but still significant number were open to the idea of online training. Many also said they would make time if the training was available. This was reflected in the interviews as well.

Availability of Technology

- The area of greatest concern reflected in the survey responses as well as interviews was in relation to instructional computers. Only 13% of respondents felt that *Students have access to multimedia computers in their classrooms*; 63% disagreed with that statement.
- More positively, 77% agreed with the statement *I have the appropriate computer to do my work*, although a significant number at 20% disagreed or strongly disagreed.
- Another area of high negative response dealt with education TV programming in the classroom, with only 14% choosing *Strongly Agree/Agree*, while 49% chose *Disagree/Strongly Disagree*.

Reliability of Technology

- A number of responses in this section were strongly positive, particularly in response to questions about staff phones, computers, printers, email, network files, the Internet, and WESPaC Educator Advantage.
- Things look considerably more difficult in relation to instructional technology. Only 17% of respondents thought student computers were reliable, as opposed to 39% that didn't. The majority of respondents who had an opinion felt that access was unreliable to Plato, Orchard, and STAR/Accelerated Reader. Similar numbers were also seen relating to HD Baker and Versatrans.

Effectiveness of Service

- Responses to almost all of these questions were largely positive. Many of the comments in this section were also very positive, often listing technology staff by name for praise.
- However, many concerns about the timeliness of service were reflected in the survey results, survey comments, and in interviews. For instance, 61 % of respondents felt that hardware repairs were effective, but dropped to 48% that felt it was timely. To a large degree the comments reflected an attitude among staff that this wasn't due to the skills of the staff, but rather the overwhelming workload they are under.

Selection and Purchasing of Technology

- There was a mixture of responses to these questions, but were fairly negative. 34% didn't feel they knew how to request technology to meet their needs; 31% didn't think that *Technology Services provides good information regarding standards for my hardware and software purchasing decisions*, and 37% didn't feel that they were able to *make timely purchases of hardware and software that they need*.
- Survey comments and interview responses reflected a desire among staff for more input into the technologies available for purchase.
- The most positive response in this section was to *When new equipment and software is installed, it works the first time*, with 48% agreeing and only 16% disagreeing.

Technology Planning and Implementation

- Responses to this section indicate that staff is largely unfamiliar with the district's goals and plans for technology. The only question generating a significant positive response was *I am aware of the district's network acceptable use policies*, with 74% agreeing.

Curriculum Integration and Outcomes

- Integration of technology into curriculum is an issue of concern for most of the respondents. Only 13% felt that *Instructional Technology support is sufficient in helping students and teachers reach student achievement goals*. Only 7% thought *Technology is a regular and consistent part of student instruction*, and 19% that *Students have access to technology to process and demonstrate their learning*.
- This issue is an intersection of other issues, including professional development, access, and planning.

Communication with the Technology Services Staff

- Responses here are largely positive. While 33% didn't feel that they could get their technology needs met through Technology Services, comments reflected a belief that this was an issue of insufficient resources, not staff skill.

District Web Sites

- Most respondents felt that district web pages enhanced communication among students, staff and parents (60%), but large numbers were unfamiliar with SWIFT or felt that they didn't receive sufficient support to maintain SWIFT pages.

Site Technology Support

- Results for this section were mixed. Only 9% disagreed with the statement *The District Tech Staff who serves my school/site benefits me personally*, while 64% agreed. However, in response to the question *Someone in my school/site helps me use technology more effectively*, 38% disagreed and 17% chose *Not Sure*.

Technology Integration

- 78% of staff want to increase the use of technology in their classrooms, but are held back by issues of access, or training. Only 4 respondents (less than 3%) didn't feel the need to use technology in their classroom activities.