

Norwood-Norfolk Middle School  
Technology Education Program

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### **Goal of Evaluation**

The goal of this evaluation To assess and develop an effective 5th grade - 8th grade Technology Program for the Norwood-Norfolk School District utilizing Math, Science, and Technology (MST) standards and focused local objectives.

### **Focus of Evaluation**

Evaluation focus will be centered on methodology of the program, and whether the curriculum is the most efficient and optimal way to present information to students. Focus will also be assessing the formal and informal evaluations given to the students to check for understanding and comprehension of program objectives of NNCS Middle School Technology Program.

### **Purpose of Evaluation**

The main goal of the evaluation is to explore how the NNCS Middle School technology program can be improved to most effectively meet state and national requirements. Factors for determining areas for improvement are focused on meeting goals, requirements, and standards as presented by state and national organizations, exploring and improving how the program is viewed by stake holders, and determining whether or not the budget allocated is able to meet the goals, requirements, and standards.

### **Basic Operation of Evaluation**

Two approaches will be utilized to develop the operation of the evaluation. The evaluation will be objective oriented to focus on standards and goals of the program, and whether or not the program is meeting these goals and objectives. The evaluation will also be management oriented, focusing on design, student engagement, and positive recruitment for the program.

### **Clients of Evaluation**

Clients of the evaluation include the Middle School technology teacher at NNCSD, as well as the NNCSD administration (including the NNCSD Superintendent, NNCSD MS Principal).

### **Audience of Evaluation**

The audience of the evaluation include NNCSD Middle and High School technology teachers, NNCSD administration (Superintendent, MS Principal, HS Principal), NNCSD Board of Education, NNCSD teachers, St. Lawrence County BOCES, local technical schools such as Clarkson University and SUNY Canton.

### **Stake Holders of Evaluation**

Stake Holders of the evaluation include NNCSD teachers, students, parents, and administration, as well as St. Lawrence County BOCES.

## **Purpose of Program**

This program has numerous goals. The curriculum uses the MST standards as well as teacher-created objectives considered important for the local area. These objectives include:

- Providing students with the tools to adapt in a constantly changing technological world.
- Explaining the impacts of technology.
- Promoting critical thought regarding the use of technology.
  - Identification and understanding of resource Scarcity
  - Identification of the permanent human impact on Earth by using technology
  - Identification of social changes and adaptations through technology.
- Utilizing problem solving, mathematical, and science skills in a practical environment.
- Providing students with an opportunity to explore various career paths and options.

In a contrast to previous years, the current curriculum gives the student one quarter per year of technology for the duration of Middle School. This is in order to promote retention and build interest in technology.

In order to meet the MST standards and local objectives, teachers utilize the Effective Teaching Model and combine theories taught with projects completed by the student.

## **Setting**

The Norwood-Norfolk School District is located in St. Lawrence County, New York, near the US-Canada border. The district serves the towns of Norwood and Norfolk.

As of the 2000 Census, the median income for a household in the town of Norfolk was \$54,492, and the median income for a family was \$37,644, with about 9.3% of families and 1.7% of the population were below the poverty line.

As of the 2000 Census, the median income for a family in the town of Norwood was \$43,068. 11.6% of the population and 62.1% of families are below the poverty line.

The school has roughly 1,100 students in total, with approximately 380 of those of Middle School age. According to district policy, each Middle School student must take one quarter of a year of technology course per grade level.

### **Basic Operation of Program**

The New York State Department of Education requires Middle School students to have completed one full year of technology study prior to entrance in 9th grade. To meet this state requirement, the NNCSD provides students with one-quarter of a year of technology instruction for each grade in the Middle School, in an effort to increase retention through long-term exposure over 4 years of study. Previous years had students completing the technology requirements by meeting every other day for 7th and 8th grade. An example of the current program for a student is shown below.

| <u>Grade</u> | <u>Dates Offered</u> | <u>Content Covered</u>  | <u>Projects</u>   |
|--------------|----------------------|---|---|
| 5            | Sept - Nov 2010      | Scope of Technology, Transportation and Flight, System Models, Identification of simple machines. | Paper Airplanes, Parachutes, Paper Rockets, Peg Game development and production.                      |
| 6            | Sept - Nov 2011      | Information and Communication Technology  | Movies on specific inventions, Podcasts on technology careers   |
| 7            | Sept - Nov 2012      | Manufacturing and Construction, Biotechnology introduction  | Isometric drawings/drafting/technical drawing, production of screwdriver, bridges and building design |
| 8            | Sept - Nov 2013      | Impacts of technology on history, metalworking, technical drawing                                 | Cups/Cookiecutters, welding and soldering, AutoCAD/Google SketchUp, Maglev vehicles                   |

## **Learning Environment**

The department of Technology Education at Norwood-Norfolk has two lab spaces in which they teach both high school and middle school programs from. This sometimes makes scheduling difficult because of balancing the mandated middle school program while still trying to provide enough high school credits for high school students to get their sequence in technology. The one room is a shop environment while the other is a computer and communications lab. The computer lab is sometimes signed out for other classes needed computers so it is a shared space.

The shop use to be larger with a connecting door to two work spaces, a metal working shop and a wood shop. During the nineties there was an injury in the wood-shop while the instructor was in the metal shop. The wood side of the shop was converted to a maintenance area and metals lab dismantled during a subsequent building project and new hire of a replacement teacher. Most of the wood working equipment was moved over to the new room and the metal working equipment was put into storage. Almost all of the metal equipment from that time has been lost, destroyed, or sold off. Some pieces have been kept like the bench top saddles and new equipment bought like the combination brake, shear, and roll. Major pieces wood working equipment in the shop are a sixteen inch planer, joiner, two table saws (one with a cast iron top), two floor mounted drill presses, one table top drill press, two pen lathes, three hand routers, one table router, one compound miter saw, floor sander, three scroll saws, and a band saw. For hand tool there are hand saws, awls, screw drivers, utility knives, a variety of clamps, measuring tapes, and squares. There are six butcher block tables for the students to work in the middle of the room. The front of the room has twenty-four student desks, and a book shelf with twenty-two copies of the text. The back of the room is a metal working area with three longer tables that are separated from the rest of the room by two floor cabinets with table tops, that are used for equipment storage.

The computer and communications lab currently has twenty student computer workstations with two more planned to be added in the month of September. Also there are twenty split top desks with stools with another two to be added as soon as possible because current class size is twenty-one in the three sections of eight grade technology. In the one corner there is a green screen setup with a video work station. New as of 2010 there is a four channel soundboard. There is also a laser printer, a color printer, a forty-two inch plotter. Drafting equipment for high-school classes can also be found in a cabinet in this room. The one closet in the room use to be a photography development room. The chemical sink is still installed in the room.

### **Clients of Program**

Clients of this program include the students of NNCSD, NNCSD administration (Principal, Superintendent, St. Lawrence County BOCES, and NNCSD technology teachers.

### **Audience of Program**

The audience of this program includes the students and parents involved, the teachers of NNCSD, St. Lawrence County BOCES, and the Guidance Counslers at NNCSD.

### **Stake Holders of Program**

Stake holders of this program include students, parents, and teachers involved in the curriculum, all teachers at NNCSD and local school districts (with an emphasis on MST teachers), former students of the program, St. Lawrence County and surrounding BOCES, local busineeases and trade unions, the military, Technology-focused colleges such as Clarkson University and SUNY Canton, and Liberal-Arts colleges such as SUNY Potsdam and St. Lawrence University.

## **Major Contextual Factors**

The current school climate of NNCS D is a very positive one in regards to the newly adopted technology curriculum plan. Both the School Board and Administration have taken a key interest in the promotion of technology use in the classroom in general, and especially in providing students with the tools to succeed in life by using technology. The school administration in general has been working closely with the technology teachers to create a solid curriculum to provide Middle School students with the technology class at least once a year for all four years of Middle School.

Teachers at NNCS D have a generally positive attitude towards the program as well, recognizing the potential for interdisciplinary activities which can be tied in with the new technology curriculum. While this affects the math and science teachers directly, it also has areas which can be used to generate student interest in English, Social Studies, Language, Art, and Music as well. Teachers are supportive regarding trying new instructional activities which lead to meeting the local objectives selected by the technology teachers as well.

NNCS D students are mostly comprised of middle-class working families in a suburban and rural environment. Nearly one-tenth of students do not have Internet access at home. Some students do have general working experience with shop tools due to parent interest or employment.

Should this program prove to be successful, there are numerous foreseeable impacts. Largest among them could facilitate a decrease in BOCES enrollment for various programs, with students preferring to remain at NNCS D for technology classes. On the other side of that coin, there may also be an increase of enrollment for BOCES programs, as students become more specialized in their chosen field of technology in high school.

Should this program not adequately meet the goals and standards it seeks to achieve, there may be an increase in BOCES enrollment (and decrease in NNCS D HS Tech enrollment) due to students searching out their personal interests, or a decrease in BOCES and NNCS D HS Tech enrollment due to student disinterest in technology courses. Should this occur, the Middle School program would need to be re-evaluated to find the weak points, and adapted to make the program more successful.



## **Implementation**

The evaluation will be used to improve the program by making sure that it is meeting or exceeding local objective, state and national standards. Areas where the programs are weak will be improved by changing the curriculum after the end of the school year. Small changes can be made between school quarters. Changes can include adapting the length of lessons, adding or removing projects, and switching out a project for another for selected students in an effort for consistency and ability. The method of information presentation can change as well. Currently, the Effective Teaching Model is used, consisting of bell ringers, objectives clearly presented with an agenda, behavioral training and reinforcement during class time, checks on learning through formative assessment, and closure activities.

| <b>Evaluation Work Plan</b>  | <b>Individuals Responsible</b> | <b>Projected Time Line</b>   |
|--|--------------------------------|--|
| Letter of Agreement  | Derrick, Joe, Bryan, & Will    | 1/3/11-1/4/11 2 hours per day  |
| First Press Release  | Derrick & Will                 | 1/6/11 1 hour  |
| Web Posting on NNCSD Website   | Derrick & Will                 | 1/6/11 1 hour  |
| School Newsletter Article  | Joe & Bryan                    | 1/6/11 1 hour  |
| Standard Comparison Matrix   | Joe & Bryan                    | 1/6/11-1/7/11 2 hours per day  |
| Monthly Progress Reports   | Joe & Bryan                    | First Tuesday of Every Month, 2/1/11, 3/1/11, 4/5/11, 5/3/11, and 6/7/11 2 hours per day |
| Draft the design   | Derrick & Will                 | 1/5/11-1/7/11 4 hours per day  |
| Review the design  | Joe & Bryan                    | 1/10/11-1/14/11 3 hours per day  |
| Present design to Norwood-Norfolk Central School District                                  | Derrick, Joe, Bryan, & Will    | 1/18/11 2 hours  |
| Revise design  | Derrick & Will                 | 1/19/11-1/22/11 2 hours per day  |
| Draft data collection instruments (surveys, interview questions, document search protocol) | Derrick & Will                 | 1/24/11-1/28/11 2 hours per day  |
| Review data collection instruments   | Joe & Bryan                    | 1/31/11-2/4/11 2 hours per day   |
| Revise data collection instruments   | Derrick, Joe, Bryan, & Will    | 2/7/11-2/11/11 2 hours per day   |
| Produce handouts for data collection instruments   | Derrick & Will                 | 2/14/11-2/15/11 2 hours  |
| Develop data collection schedule   | Joe & Bryan                    | 2/14/11-2/17/11 2 hours per day  |
| Collect information from Document Search   | Derrick, Joe                   | 2/21/11-2/25/11 and 2/28/11-3/4/11 2 hours per day                                       |
| Student Survey   | Derrick, Bryan                 | 3/7/11-3/11/11 1 hour per day  |
| BOCES Teacher Survey   | Derrick & Bryan                | 3/7/11-3/11/11 1 hour per day  |
| Parent Survey  | Joe & Bryan                    | 3/7/11-3/11/11 1 hour per day  |
| Teacher Interviews   | Joe, Bryan                     | 3/14/11-3/18/11 1 hour per day   |
| Administrator Interviews   | Derrick, Joe                   | 3/14/11-3/15/11 1 hour per day   |
| BOCES Superintendent Interview   | Derrick, Bryan                 | 3/16/11 1 hour   |
| NNCSD Superintendent Interview   | Will & Joe                     | 3/17/11 1 hour   |
| NNCS Principal Interview   | Derrick & Joe                  | 3/18/11 1 hour   |

|   |                             |                                      |
|---|-----------------------------|--------------------------------------|
| Follow Up Teacher Interviews  | Joe                         | 3/28/11-4/1/11 1 hour per day        |
| Tabulation and analysis of all data collected                             | Joe, Will                   | 2/28/11-4/8/11 1 hour per day        |
| Environmental Summary   | Derrick, Joe, Bryan, & Will | 5/2/2011-5/6/11 2 hours per day      |
| Impacts of Scheduling Report  | Derrick, Joe, Bryan, & Will | 5/9/11-5/13/11 2 hours per day       |
| Financial Summary   | Derrick, Joe, Bryan, & Will | 5/16/11-5/20/11 2 hours per day      |
| Student Interest Survey Data Report                                       | Derrick, Joe, Bryan, & Will | 5/23/11-5/27/11 2 hours per day      |
| Technological Literacy Survey and Recommendations for Increasing Literacy | Derrick, Joe, Bryan, & Will | 5/31/11-6/3/11 2 hours per day       |
| Create Final Report   | Derrick, Joe, Bryan, & Will | 4/11/11-6/3/11 2 hours per day       |
| Present Final Report  | Derrick, Joe, Bryan, & Will | Regular BOE meeting, 6/14/11 2 hours |

# JANUARY 2011

| Sunday | Monday                                      | Tuesday   | Wednesday                                   | Thursday   | Friday  | Saturday            |   |   |    |   |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |    |   |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |  |
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|        |   |   |   |  |   | 1<br>New Year's Day |   |   |    |   |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |    |   |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |  |
| 2      | 3<br><br>Letter of Agreement                | 4<br><br>Letter of Agreement  | 5<br><br>Draft the Design                   | 6<br>First Press Release<br>Web Posting on NNCS Website<br>School Newsletter Article<br>Standard Comparison Matrix<br>Draft the Design | 7<br><br>Standard Comparison Matrix<br>Draft the Design | 8                   |   |   |    |   |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |    |   |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |  |
| 9      | 10<br><br>Review the Design                 | 11<br><br>Review the Design   | 12<br><br>Review the Design                 | 13<br><br>Review the Design  | 14<br><br>Review the Design                             | 15                  |   |   |    |   |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |    |   |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |  |
| 16     | 17<br>ML King Day                           | 18<br><br>Present design to NNCS D  | 19<br><br>Revise Design                     | 20<br><br>Revise Design  | 21<br><br>Revise Design                                 | 22                  |   |   |    |   |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |    |   |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |  |
| 23     | 24<br><br>Draft Data Collection Instruments | 25<br><br>Draft Data Collection Instruments   | 26<br><br>Draft Data Collection Instruments | 27<br><br>Draft Data Collection Instruments  | 28<br><br>Draft Data Collection Instruments             | 29                  |   |   |    |   |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |    |   |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |  |
| 30     | 31<br><br>Review Data Collection Instr.     | <div><div>December 2010</div><table><tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>Sa</td></tr><tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr><tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr><tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr><tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr></table></div> <div><div>February 2011</div><table><tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>Sa</td></tr><tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr><tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr><tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr><tr><td>27</td><td>28</td><td></td><td></td><td></td><td></td><td></td></tr></table></div> |   |  | S   | M                   | T | W | Th | F | Sa |  |  |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |  | S | M | T | W | Th | F | Sa |  |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 |  |  |  |  |  | <div>Notes:</div> <div><a href="http://www.vertex42.com">www.vertex42.com</a></div> <div>© 2009 Vertex42 LLC</div> |  |
| S      | M   | T   | W   | Th   | F   | Sa                  |   |   |    |   |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |    |   |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |  |
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| 5      | 6   | 7   | 8   | 9  | 10  | 11                  |   |   |    |   |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |    |   |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |  |
| 12     | 13  | 14  | 15  | 16   | 17  | 18                  |   |   |    |   |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |    |   |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |  |
| 19     | 20  | 21  | 22  | 23   | 24  | 25                  |   |   |    |   |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |    |   |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |  |
| 26     | 27  | 28  | 29  | 30   | 31  |                     |   |   |    |   |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |    |   |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |  |
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| 6      | 7   | 8   | 9   | 10   | 11  | 12                  |   |   |    |   |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |    |   |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |  |
| 13     | 14  | 15  | 16  | 17   | 18  | 19                  |   |   |    |   |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |    |   |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |  |
| 20     | 21  | 22  | 23  | 24   | 25  | 26                  |   |   |    |   |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |    |   |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |  |
| 27     | 28  |   |   |  |   |                     |   |   |    |   |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |    |   |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |  |

# **Report Summary**

## **Letter of Agreement**

The agreement between the client and the program evaluators, describing the work to be done for the client.

## **Press Release**

Will describe the current state of the program evaluation to the general public. This is intended to build support for evaluation and to demonstrate progressiveness on the school's part. This will be done through local media outlets.

## **Monthly Progress Report**

Will be given to the clients, to describe the current state of the evaluation and to allow the clients to give input on ideas and direction of the evaluation. This will summarize current schedule targets, information found, and ideas for immediate improvement.

## **Web Posting on NNCS Website**

Will allow interested community members, clients, and stakeholders to find out general information about the evaluation's purpose and the process

## **School Newsletter Article**

Information similar to the press release will be sent out with the district newsletter.

## **Standard Comparison Matrix**

Will summarize what units teach to which MST standards.

## **Environmental Summary**

Will describe how the classroom environment impacts teaching. Will be looking at the layout of the room. Major room features like location of distractions and learning aids, and give feed back.

## **Impacts of Scheduling Report**

A recent change at the school was the way classes are scheduled for the Technology Program. This document will give a summary the short term effects of the scheduling change.

## **Financial Summary**

Gives the outline of how monies are spent.

## **Student Interest Survey Data**

This will be a compiled data of the feed back given by students through the use of the surveys found at the end of this document.

## **Summary Report of findings and Recommendations**

This final report will be given to the client to give a summary of structures that were found to be effective or ineffective. Given to will be recommendations for change.

## Budget

### Personnel

|                       |            |           |
|-----------------------|------------|-----------|
| Evaluation Manager    |            |           |
| Joe Hance             | \$2,500.00 | 180 Hours |
| Evaluation Assistants |            |           |
| Derrick Daniels       | \$1,700.00 | 135 Hours |
| Bryan Hoey            | \$1,700.00 | 135 Hours |
| William Rexroat       | \$1,700.00 | 135 Hours |
| Total                 | \$7,600.00 |           |

### Materials and Supplies

|                        |            |  |
|------------------------|------------|--|
| Office Supplies        | \$700.00   |  |
| Duplicating/Printing   | \$200.00   |  |
| Postage/Envelopes      | \$700.00   |  |
| Presentation Materials | \$200.00   |  |
| Total                  | \$1,800.00 |  |

### Miscellaneous

|                  |          |  |
|------------------|----------|--|
| Travel           | \$400.00 |  |
| Meeting Expenses | \$200.00 |  |
| Web Costs        | \$0.00   |  |
| Total            | \$600.00 |  |

### Total

|                          |             |  |
|--------------------------|-------------|--|
| Total Cost of Evaluation | \$10,000.00 |  |
|--------------------------|-------------|--|

## **Budget Rationale**

The evaluation of the Norwood-Norfolk Central School District Middle School Technology Program has a budget of \$10,000. The budget has been divided up to cover the costs of personnel wages, materials and supplies, and other miscellaneous costs.

The budget is divided up with 76% of the budget set aside for personnel wages, the Evaluation Manager, Joe Hance, will receive \$2500.00 for the six month period of the evaluation. The Evaluation Manager will have 180 hours of work which breaks down to around \$13.88 per hour. The three Evaluation Assistants, Derrick Daniels, Bryan Hoey, and William Rexroat, will each receive \$1700.00 for the six month period. Each Evaluation Assistant has approximately 135 hours of work assigned to them which breaks down to around \$12.59 per hour.

The budget also includes funds for materials and supplies, 18% of the budget will be used for office supplies, duplicating, printing, postage, envelopes, and presentation materials. The duplicating and printing costs will be minimal because of the ability to use Norwood-Norfolk Central School's duplicating and printing machines and materials. The portion of the budget set aside for office supplies will take care of any work that isn't done at the school and that is carried out at our office. Additionally, \$700.00 has been set aside for postage and envelopes, because of the large amount of material that will be have to be mailed, including surveys as well as self addressed return envelopes with postage paid. Presentation materials have also been included, which will cover things like binders, posters, and any other materials that will be needed to present the reports to the school and general public.

The final 6% of the budget will be used for other expenses, including travel and meeting expenses. Web costs have been given a value of zero sine everything will be free on that end and there will not be any requirement to pay for use of the internet. Since our office will be based out of Potsdam we have included travel expenses for all the commuting that will need to be done between our office and Norwood. Meeting expenses are also included to cover anything that will be needed when conducting interviews.

## **Description of Timeline**

### **Design the Evaluation**

During this part of the evaluation, the Evaluation Manager, Joe Hance, and the Evaluation Assistants, Derrick Daniels, Bryan Hoey, and William Rexroat, will be designing the evaluation of the Norwood-Norfolk Central School District Middle School Technology Program. A letter of agreement will be sent out prior to the planning stage of the evaluation and information will be disseminated through press releases, web postings on the school website, and an article in the school newsletter. Planning will take place during January 2010 and will consist of drafting the design, reviewing the design, present the design to NNCS D, and revising the design. This will be done with a timeframe of 2-3 hours per day.

### **Develop Procedures and Instruments**

The second phase of the timeline will be the design of the data collection instruments for the evaluation. The Evaluation Manager and Assistants will work together on all aspects of this part of the program evaluation. This part will start at the end of January 2010 and conclude in late February 2010. This part of the evaluation design will start with the draft of information collection instruments, and then we will review and revise data collection instruments. 2 hours per day will be used to complete this portion of the evaluation.

### **Collect Information and Data**

Starting at the end of February 2010 and lasting until the beginning of April 2010, data and information will be collected using a variety of data collection instruments. Students will be surveyed, teachers will be interviewed and surveyed, administrators will be interviewed, and follow up interviews with teachers will be conducted.

### **Analyze Information**



During the data and information collection process, all incoming data will be analyzed continuously from February 2010 to April 2010. The Evaluation Manager and Assistants will all work on this portion of the evaluation using an hour per day to analyze all data and information.

## Final Report

The final phase of the evaluation will be the development of the final report that will be presented to the Norwood-Norfolk Central School District. Several different reports will be developed covering the different aspects of the program and the impact they have on the level of success of the technology program. The final report will be created, reviewed and revised after data analysis and tabulation wraps up in early April 2011 and will continue into June 2011 when the final report will be ready for presentation to the Board of Education. The report will provide audience members with a description of the project, conclusions, and suggestions for the programs directors, the report will be given on June 14, 2010.

**Primary Question 1: Does the current tech curriculum at Norwood-Norfolk Central School Meet NYS Standards?****Sub Question 1: Is the current Tech Program meeting MST1: Analysis, Inquiry, and Design - Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.**

| Actual Question  | Who wants to know  | Why do they want to know  | How will You ask these questions | Who will you ask these questions                      | How will respondents be chosen | Schedule for collection of information | How will answers be analyzed              | Criteria and Judgement Procedure                              |
|--|--|---|----------------------------------|---|--------------------------------|--|---|---|
| Is this standard being addressed                           | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure the standard is being addressed properly                | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standard is being addressed                                   |
| How is this standard being addressed                       | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure the standard is being addressed properly                | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | 100% of the standard must be addressed                        |
| What is the method for assesing this standard              | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | To make sure standard is being assesed properly                   | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standard is being assessed                                    |
| In which grades is this standard being addressed/assesed   | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure standard is addressed at an appropriate age/grade level | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | All Grades  |
| How long does it take to succsefully address this standard | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure adequate time is spent on this standard                 | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Each Standard Should take less than 5 days                    |
| Is this standard addressed more than once                  | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure standards are being reinforced                          | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/16                     | Content Analysis of Written Documentation | Standard should be addressed more than once                   |
| How many ways is this standard addressed                   | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure standards are addressed in more than one way            | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standards should be addressed in mutiple ways at least 3 diff |

## Primary Question 1: Does the current tech plan at Norwood-Norfolk Central School Meet NYS Standards?

Sub Question 2: Is the current Tech Program meeting MST2: Information Systems - Students will access, generate, process, and transfer information using appropriate technologies.

| Actual Question  | Who wants to know  | Why do they want to know  | How will You ask these questions | Who will you ask these questions                      | How will respondents be chosen | Schedule for collection of information | How will answers be analyzed              | Criteria and Judgement Procedure                              |
|--|--|---|----------------------------------|---|--------------------------------|--|---|---|
| Is this standard being addressed                           | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure the standard is being addressed properly                | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standard is being addressed                                   |
| How is this standard being addressed                       | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure the standard is being addressed properly                | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | 100% of the standard must be addressed                        |
| What is the method for assesing this standard              | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | To make sure standard is being assesed properly                   | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standard is being assessed                                    |
| In which grades is this standard being addressed/assesed   | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure standard is addressed at an appropriate age/grade level | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | All Grades  |
| How long does it take to succsefully address this standard | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure adequate time is spent on this standard                 | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Each Standard Should take less than 5 days                    |
| Is this standard addressed more than once                  | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure standards are being reinforced                          | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standard should be addressed more than once                   |
| How many ways is this standard addressed                   | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure standards are addressed in more than one way            | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standards should be addressed in mutiple ways at least 3 diff |

**Primary Question 1: Does the current tech plan at Norwood-Norfolk Central School Meet NYS Standards?****Sub Question 3: Is the current Tech Program meeting Standard 5: Technology Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.**

| Actual Question   | Who wants to know  | Why do they want to know  | How will You ask these questions | Who will you ask these questions                      | How will respondents be chosen | Schedule for collection of information | How will answers be analyzed              | Criteria and Judgement Procedure                               |
|---|--|---|----------------------------------|---|--------------------------------|--|---|--|
| Is this standard being addressed                            | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure the standard is being addressed properly                | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standard is being addressed                                    |
| How is this standard being addressed                        | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure the standard is being addressed properly                | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | 100% of the standard must be addressed                         |
| What is the method for assessing this standard              | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | To make sure standard is being assessed properly                  | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standard is being assessed                                     |
| In which grades is this standard being addressed/assessed   | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure standard is addressed at an appropriate age/grade level | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | All Grades   |
| How long does it take to successfully address this standard | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure adequate time is spent on this standard                 | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Each Standard Should take less than 5 days                     |
| Is this standard addressed more than once                   | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure standards are being reinforced                          | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standard should be addressed more than once                    |
| How many ways is this standard addressed                    | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure standards are addressed in more than one way            | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standards should be addressed in multiple ways at least 3 diff |

## Primary Question 1: Does the current tech plan at Norwood-Norfolk Central School Meet NYS Standards?

Sub Question 4: Is the current Tech Program meeting MST 5.TS1: Engineering design is a repetitive process involving modeling and optimization, finding the best solution within given constraints which is used to develop technological solutions to problems within given constraints

| Actual Question   | Who wants to know  | Why do they want to know  | How will You ask these questions | Who will you ask these questions                      | How will respondents be chosen | Schedule for collection of information | How will answers be analyzed              | Criteria and Judgement Procedure                               |
|---|--|---|----------------------------------|---|--------------------------------|--|---|--|
| Is this standard being addressed                            | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure the standard is being addressed properly                | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standard is being addressed                                    |
| How is this standard being addressed                        | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure the standard is being addressed properly                | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | 100% of the standard must be addressed                         |
| What is the method for assessing this standard              | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | To make sure standard is being assessed properly                  | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standard is being assessed                                     |
| In which grades is this standard being addressed/assessed   | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure standard is addressed at an appropriate age/grade level | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | All Grades   |
| How long does it take to successfully address this standard | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure adequate time is spent on this standard                 | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Each Standard Should take less than 5 days                     |
| Is this standard addressed more than once                   | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure standards are being reinforced                          | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standard should be addressed more than once                    |
| How many ways is this standard addressed                    | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure standards are addressed in more than one way            | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standards should be addressed in multiple ways at least 3 diff |

## Primary Question 1: Does the current tech plan at Norwood-Norfolk Central School Meet NYS Standards?

Sub Question 5: Is the current Tech Program meeting MST 5.TS2: Technological tools, materials, and other resources should be selected on the basis of safety, cost, availability, appropriateness, and environmental impact; technological processes change energy, information, and material resources into more useful forms

| Actual Question  | Who wants to know  | Why do they want to know  | How will You ask these questions | Who will you ask these questions                      | How will respondents be chosen | Schedule for collection of information | How will answers be analyzed              | Criteria and Judgement Procedure                              |
|--|--|---|----------------------------------|---|--------------------------------|--|---|---|
| Is this standard being addressed                           | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure the standard is being addressed properly                | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standard is being addressed                                   |
| How is this standard being addressed                       | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure the standard is being addressed properly                | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | 100% of the standard must be addressed                        |
| What is the method for assesing this standard              | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | To make sure standard is being assesed properly                   | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standard is being assessed                                    |
| In which grades is this standard being addressed/assesed   | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure standard is addressed at an appropriate age/grade level | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | All Grades  |
| How long does it take to succsefully address this standard | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure adequate time is spent on this standard                 | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Each Standard Should take less than 5 days                    |
| Is this standard addressed more than once                  | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure standards are being reinforced                          | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standard should be addressed more than once                   |
| How many ways is this standard addressed                   | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure standards are addressed in more than one way            | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standards should be addressed in mutiple ways at least 3 diff |

## Primary Question 1: Does the current tech plan at Norwood-Norfolk Central School Meet NYS Standards?

Sub Question 6: Is the current Tech Program meeting MST 5.TS3: Computers, as tools for design, modeling, information processing, communication, and system control, have greatly increased human productivity and knowledge

| Actual Question  | Who wants to know  | Why do they want to know  | How will You ask these questions | Who will you ask these questions                      | How will respondents be chosen | Schedule for collection of information | How will answers be analyzed              | Criteria and Judgement Procedure                              |
|--|--|---|----------------------------------|---|--------------------------------|--|---|---|
| Is this standard being addressed                           | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure the standard is being addressed properly                | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standard is being addressed                                   |
| How is this standard being addressed                       | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure the standard is being addressed properly                | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | 100% of the standard must be addressed                        |
| What is the method for assesing this standard              | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | To make sure standard is being assesed properly                   | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standard is being assessed                                    |
| In which grades is this standard being addressed/assesed   | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure standard is addressed at an appropriate age/grade level | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | All Grades  |
| How long does it take to succsefully address this standard | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure adequate time is spent on this standard                 | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Each Standard Should take less than 5 days                    |
| Is this standard addressed more than once                  | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure standards are being reinforced                          | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standard should be addressed more than once                   |
| How many ways is this standard addressed                   | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure standards are addressed in more than one way            | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standards should be addressed in mutiple ways at least 3 diff |



## Primary Question 1: Does the current tech plan at Norwood-Norfolk Central School Meet NYS Standards?

Sub Question 7: Is the current Tech Program meeting MST 5.TS4: Technological systems are designed to achieve specific results and produce outputs, such as products, structures, services, energy, or other systems

| Actual Question  | Who wants to know  | Why do they want to know  | How will You ask these questions | Who will you ask these questions                      | How will respondents be chosen | Schedule for collection of information | How will answers be analyzed              | Criteria and Judgement Procedure                              |
|--|--|---|----------------------------------|---|--------------------------------|--|---|---|
| Is this standard being addressed                           | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure the standard is being addressed properly                | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standard is being addressed                                   |
| How is this standard being addressed                       | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure the standard is being addressed properly                | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | 100% of the standard must be addressed                        |
| What is the method for assesing this standard              | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | To make sure standard is being assesed properly                   | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standard is being assessed                                    |
| In which grades is this standard being addressed/assesed   | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure standard is addressed at an appropriate age/grade level | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | All Grades  |
| How long does it take to succsefully address this standard | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure adequate time is spent on this standard                 | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Each Standard Should take less than 5 days                    |
| Is this standard addressed more than once                  | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure standards are being reinforced                          | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standard should be addressed more than once                   |
| How many ways is this standard addressed                   | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure standards are addressed in more than one way            | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standards should be addressed in mutiple ways at least 3 diff |



## Primary Question 1: Does the current tech plan at Norwood-Norfolk Central School Meet NYS Standards?

Sub Question 8: Is the current Tech Program meeting MST 5.TS5: Technological has been the driving force in the evolution of society from an agricultural to an industrial to an information base

| Actual Question   | Who wants to know  | Why do they want to know  | How will You ask these questions | Who will you ask these questions                      | How will respondents be chosen | Schedule for collection of information | How will answers be analyzed              | Criteria and Judgement Procedure                               |
|---|--|---|----------------------------------|---|--------------------------------|--|---|--|
| Is this standard being addressed                            | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure the standard is being addressed properly                | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standard is being addressed                                    |
| How is this standard being addressed                        | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure the standard is being addressed properly                | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | 100% of the standard must be addressed                         |
| What is the method for assessing this standard              | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | To make sure standard is being assessed properly                  | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standard is being assessed                                     |
| In which grades is this standard being addressed/assessed   | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure standard is addressed at an appropriate age/grade level | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | All Grades   |
| How long does it take to successfully address this standard | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure adequate time is spent on this standard                 | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Each Standard Should take less than 5 days                     |
| Is this standard addressed more than once                   | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure standards are being reinforced                          | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standard should be addressed more than once                    |
| How many ways is this standard addressed                    | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure standards are addressed in more than one way            | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standards should be addressed in multiple ways at least 3 diff |

## Primary Question 1: Does the current tech plan at Norwood-Norfolk Central School Meet NYS Standards?

Sub Question 9: Is the current Tech Program meeting MST 5.TS6: Technology can have positive and negative impacts on individuals, society, and their environment and humans have the capability and responsibility to constrain or promote technological development

| Actual Question   | Who wants to know  | Why do they want to know  | How will You ask these questions | Who will you ask these questions                      | How will respondents be chosen | Schedule for collection of information | How will answers be analyzed              | Criteria and Judgement Procedure                               |
|---|--|---|----------------------------------|---|--------------------------------|--|---|--|
| Is this standard being addressed                            | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure the standard is being addressed properly                | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standard is being addressed                                    |
| How is this standard being addressed                        | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure the standard is being addressed properly                | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | 100% of the standard must be addressed                         |
| What is the method for assessing this standard              | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | To make sure standard is being assessed properly                  | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standard is being assessed                                     |
| In which grades is this standard being addressed/assessed   | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure standard is addressed at an appropriate age/grade level | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | All Grades   |
| How long does it take to successfully address this standard | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure adequate time is spent on this standard                 | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Each Standard Should take less than 5 days                     |
| Is this standard addressed more than once                   | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure standards are being reinforced                          | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standard should be addressed more than once                    |
| How many ways is this standard addressed                    | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure standards are addressed in more than one way            | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standards should be addressed in multiple ways at least 3 diff |

## Primary Question 1: Does the current tech plan at Norwood-Norfolk Central School Meet NYS Standards?

Sub Question 10: Is the current Tech Program meeting MST 5.TS7: Project management is essential to ensuring that technological endeavors are profitable and that products and systems are high quality and built safely, on schedule, and within budget

| Actual Question  | Who wants to know  | Why do they want to know  | How will You ask these questions | Who will you ask these questions                      | How will respondents be chosen | Schedule for collection of information | How will answers be analyzed              | Criteria and Judgement Procedure                              |
|--|--|---|----------------------------------|---|--------------------------------|--|---|---|
| Is this standard being addressed                           | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure the standard is being addressed properly                | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standard is being addressed                                   |
| How is this standard being addressed                       | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure the standard is being addressed properly                | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | 100% of the standard must be addressed                        |
| What is the method for assesing this standard              | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | To make sure standard is being assesed properly                   | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standard is being assessed                                    |
| In which grades is this standard being addressed/assesed   | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure standard is addressed at an appropriate age/grade level | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | All Grades  |
| How long does it take to succsefully address this standard | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure adequate time is spent on this standard                 | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Each Standard Should take less than 5 days                    |
| Is this standard addressed more than once                  | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure standards are being reinforced                          | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standard should be addressed more than once                   |
| How many ways is this standard addressed                   | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure standards are addressed in more than one way            | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standards should be addressed in mutiple ways at least 3 diff |

## Primary Question 1: Does the current tech plan at Norwood-Norfolk Central School Meet NYS Standards?

**Sub Question 11: Is the current Tech Program meeting Standard 6: Interconnectedness: Common Themes - Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning**

| Actual Question   | Who wants to know   | Why do they want to know  | How will You ask these questions | Who will you ask these questions                      | How will respondents be chosen | Schedule for collection of information | How will answers be analyzed              | Criteria and Judgement Procedure                               |
|---|---|---|----------------------------------|---|--------------------------------|--|---|--|
| Is this standard being addressed                            | Principal<br>Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure the standard is being addressed properly                | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standard is being addressed                                    |
| How is this standard being addressed                        | Principal<br>Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure the standard is being addressed properly                | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | 100% of the standard must be addressed                         |
| What is the method for assessing this standard              | Principal<br>Superintendent<br>BOE, NYSED, HS tech, MS tech | To make sure standard is being assessed properly                  | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standard is being assessed                                     |
| In which grades is this standard being addressed/assessed   | Principal<br>Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure standard is addressed at an appropriate age/grade level | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | All Grades   |
| How long does it take to successfully address this standard | Principal<br>Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure adequate time is spent on this standard                 | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Each Standard Should take less than 5 days                     |
| Is this standard addressed more than once                   | Principal<br>Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure standards are being reinforced                          | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standard should be addressed more than once                    |
| How many ways is this standard addressed                    | Principal<br>Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure standards are addressed in more than one way            | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standards should be addressed in multiple ways at least 3 diff |

## Primary Question 1: Does the current tech plan at Norwood-Norfolk Central School Meet NYS Standards?

Sub Question 12: Is the current Tech Program meeting Standard 7: Interdisciplinary Problem Solving - Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions

| Actual Question   | Who wants to know  | Why do they want to know  | How will You ask these questions | Who will you ask these questions                      | How will respondents be chosen | Schedule for collection of information | How will answers be analyzed              | Criteria and Judgement Procedure                               |
|---|--|---|----------------------------------|---|--------------------------------|--|---|--|
| Is this standard being addressed                            | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure the standard is being addressed properly                | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standard is being addressed                                    |
| How is this standard being addressed                        | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure the standard is being addressed properly                | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | 100% of the standard must be addressed                         |
| What is the method for assessing this standard              | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | To make sure standard is being assessed properly                  | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standard is being assessed                                     |
| In which grades is this standard being addressed/assessed   | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure standard is addressed at an appropriate age/grade level | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | All Grades   |
| How long does it take to successfully address this standard | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure adequate time is spent on this standard                 | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Each Standard Should take less than 5 days                     |
| Is this standard addressed more than once                   | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure standards are being reinforced                          | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standard should be addressed more than once                    |
| How many ways is this standard addressed                    | Principal Superintendent<br>BOE, NYSED, HS tech, MS tech | Make sure standards are addressed in more than one way            | Interview<br>Document search     | NNCS technology teacher interview and document search | All                            | 2/21/11<br>3/18/11                     | Content Analysis of Written Documentation | Standards should be addressed in multiple ways at least 3 diff |

**Primary Question 2: Are local objectives being met?****Sub Question 1: Are the students being taught at a high degree of relevance and rigor?**

| Actual Question  | Who wants to know                  | Why do they want to know                | How will You ask these questions | Who will you ask these questions | How will respondents be choosen | Schedule for collection of information | How will answers be anaylzed               | Criteria and Judgement Procedure                   |
|--|------------------------------------|---|----------------------------------|----------------------------------|---------------------------------|--|--|--|
| Do the students find the course work meaningful?         | Students, teacher, principle, BOE, | So they know the course is worth while  | Survey                           | Students                         | Current students                | 3/7/11<br>3/11/11                      | Average of 4 on a 5 point Scale.           | Based on varied interest of students               |
| What relevance does the course work have on their lives? | Students, teacher, principle, BOE, | So they know the course is worth while  | Survey                           | Students                         | Current students                | 3/7/11<br>3/11/11                      | Average of 4 on a 5 point Scale.           | Based on varied interest of students               |
| Does the coursework prepare them for tests?              | Students, teacher, principle, BOE, | So they will be successful              | Documents Survey                 | Previous test                    | Previous course work            | 2/21/11<br>3/4/11                      | 95% of the students will Pass.             | Almost all students should pass                    |
| Is the coursework appropriate for each student?          | Students, teacher, principle, BOE, | So the class isn't too easy or too hard | Survey                           | Principle, Teachers, Studnets    | Current students                | 3/7/11<br>3/11/11                      | Will thin favorable of the course material | Other professionals critiquing the course material |



**Primary Question 2: Are local objectives being met?****Sub Question 2: Are the students going to be able to adapt to a constantly changing technological world?**

| Actual Question   | Who wants to know                 | Why do they want to know   | How will You ask these questions | Who will you ask these questions | How will respondents be chosen           | Schedule for collection of information | How will answers be analyzed                     | Criteria and Judgement Procedure   |
|---|-----------------------------------|--|----------------------------------|----------------------------------|--|--|--|--|
| What is being taught to get students prepared for a constantly changing technological world?      | Parents, BOE, Workforce, teachers | To determine if curriculum needs to change                               | Interview                        | Teachers                         | Teachers at NNCS                         | 3/14/11<br>3/18/11                     | Average of 4 on a 5 point Scale.                 | There will be varied interest and understanding                            |
| What else could be taught to get students prepared for a constantly changing technological world? | Parents, BOE, Workforce, teachers | To find out other methods of teaching this concept                       | Document Search                  | Internet Search                  | Fist 10-20 Links given by Google Scholar | 2/21/11<br>3/4/11                      | Average of 4 on a 5 point Scale.                 | Most should find the course interesting, but there will be varied interest |
| How is the concept of a rapidly changing technological world being presented to the students?     | Parents, BOE, Workforce, teachers | To find out what the institution is doing on the whole to meet this need | Interview                        | Teachers                         | Teachers at NNCS                         | 3/14/11<br>3/18/11                     | The program should incorporate 1 new idea a year | Does the program work with the newest ideas                                |
| Do the students feel prepared for a rapidly changing technological world?                         | Parents, BOE, Workforce, teachers | To know it students feel prepared for the future                         | Interview                        | Students                         | Students at NNCS in HS                   | 3/14/11<br>3/18/11                     | Average of 4 on a 5 point Scale.                 | There will be varied interest and understanding                            |
| What are the other teachers doing to teach the concept of a rapidly changing technological world? | Parents, BOE, Workforce, teachers | To find out what the institution is doing on the whole to meet this need | Interview                        | Teachers                         | Teachers at NNCS                         | 3/14/11<br>3/18/11                     | The program should emulate more successful ideas | Should always look at other programs for ideas                             |





**Primary Question 2: Are local objectives being met?****Sub Question 3: Do the students learn how to make and appreciate quality hand made items?**

| Actual Question   | Who wants to know                                 | Why do they want to know                                   | How will You ask these questions       | Who will you ask these questions         | How will respondents be chosen                      | Schedule for collection of information | How will answers be analyzed  | Criteria and Judgement Procedure                              |
|---|---|--|--|--|---|--|---|---|
| Do students get appropriate opportunities to make goods?  | Students, parents, teacher                        | It is important that they get to take something nice home. | Survey                                 | Students                                 | Current student body                                | 3/7/11<br>3/11/11                      | Average of 4 on a 5 point Scale   | Students will have a variety of understanding on what is fair |
| How do we know if the students appreciate quality goods?  | Industry students, community, local crafts people | It helps students decide what to buy                       | Document search.<br>Interview          | St. Lawrence Arts council. Crafts people | Local crafts people that work with the Arts council | 2/21/11<br>3/4/11                      | Students will be able to give five examples that describe good                        | Being able to describe what quality is                        |
| Students know basic skills that will make them a successful (measuring, reading instructions, swinging a hammering, Ect). | Industry students, community, local crafts people | It helps students be self-sufficient                       | Document review of tests and classwork | Students                                 | Current student body                                | 3/7/11<br>3/11/11                      | Students should demonstrate basics ability in varied domestic skills                  | Students should have basic abilities to grow upon.            |
| Do the students understand the value of hand made goods?  | Industry students, community, local crafts people | It helps students decide what to buy.                      | Survey                                 | Students                                 | Current student body                                | 3/7/11<br>3/11/11                      | Students will be able to determine the amount of work that goes into making something | Students can determine value based on hours of work.          |



**Primary Question 2: Are local objectives being met?****Sub Question 4: Do the students enjoy creating and understanding technology?**

| Actual Question  | Who wants to know                     | Why do they want to know                | How will You ask these questions | Who will you ask these questions | How will respondents be chosen  | Schedule for collection of information | How will answers be analyzed   | Criteria and Judgement Procedure      |
|--|---------------------------------------|---|----------------------------------|----------------------------------|---|--|--|---------------------------------------|
| Do the students continue doing what they learned in class, outside of class? | Industry, guidance, students, parents | Possible careers interest               | Survey                           | Students                         | Students still attending NNCS and have taken classes with William Rexroat | 3/7/11<br>3/11/11                      | Do the students continue doing what they learned in class, outside of class? | Industry, Guidance, Students, Parents |
| Do they pursue a career in technology?                                       | Industry, guidance, students, parents | Possible careers interest               | Survey                           | Students                         | Students still attending NNCS and have taken classes with William Rexroat | 3/7/11<br>3/11/11                      | Do they pursue a career in technology?                                       | Industry, Guidance, Students, Parents |
| Do the students find the class enjoyable?                                    | Industry, guidance, students, parents | Possible careers interest               | Survey                           | Students                         | Students still attending NNCS and have taken classes with William Rexroat | 3/7/11<br>3/11/11                      | Do the students find the class enjoyable                                     | Industry, Guidance, Students, Parents |
| Do they start new hobbies because of technology class                        | Industry, guidance, students, parents | Continuing learning into the real world | Survey                           | Students                         | Students still attending NNCS and have taken classes with William Rexroat | 3/7/11<br>3/11/11                      | Do they start new hobbies because of technology class                        | Industry, Guidance, Students, Parents |

### Primary Question 3: Does the program satisfy the audience?

#### Sub Question 1: Is the school administration satisfied by the program?

| Actual Question   | Who wants to know                     | Why do they want to know  | How will You ask these questions | Who will you ask these questions                                 | How will respondents be chosen                                 | Schedule for collection of information | How will answers be analyzed   | Criteria and Judgement Procedure            |
|---|---------------------------------------|---|----------------------------------|--|--|--|--------------------------------|---|
| Do the local objectives satisfy the administration?           | Tech teachers, NYSDOE, BOCES, Parents | Ensure proper content is covered for age group.                       | Interview                        | Superintendent, MS Principal, HS Principal, BOCES Superintendent | Administration of 3 schools (NNCSD MS, NNCSD HS, St.Law BOCES) | 3/16/11<br>3/18/11                     | Content Analysis               | Overall Satisfaction > 90% of all standards |
| Does the structure of the program satisfy the administration? | Technology teachers, BOCES, Parents   | Ensure proper progression through the curriculum.                     | Interview                        | Superintendent, MS Principal, HS Principal, BOCES Superintendent | Administration of 3 schools (NNCSD MS, NNCSD HS, St.Law BOCES) | 3/16/11<br>3/18/11                     | Content Analysis               | Overall Satisfaction > 90%                  |
| Does the content covered satisfy the administration?          | Technology Teachers, Parents          | Satisfactory content as relates to standards and age appropriateness. | Interview                        | Superintendent, MS Principal, HS Principal, BOCES Superintendent | Administration of 3 schools (NNCSD MS, NNCSD HS, St.Law BOCES) | 3/16/11<br>3/18/11                     | Likert Scale, Content Analysis | Greater than 4.0/5.0                        |
| Do the evaluation methods satisfy the administration?         | Technology teachers, Parents, BOCES   | Proper evaluation methods used to meet all standards.                 | Interview                        | Superintendent, MS Principal, HS Principal, BOCES Superintendent | Administration of 3 schools (NNCSD MS, NNCSD HS, St.Law BOCES) | 3/16/11<br>3/18/11                     | Likert Scale, Content Analysis | Greater than 4.0/5.0                        |

**Primary Question 3: Does the program satisfy the audience?****Sub Question 2: Are the technology teachers at NNCSD satisfied with the program?**

| Actual Question  | Who wants to know                 | Why do they want to know   | How will You ask these questions | Who will you ask these questions             | How will respondents be chosen | Schedule for collection of information | How will answers be analyzed   | Criteria and Judgement Procedure            |
|--|-----------------------------------|--|----------------------------------|--|--------------------------------|--|--------------------------------|---|
| Do the local objectives satisfy the technology teachers?           | Administration                    | Teachers can create more effective lesson with standards they accept as important.                             | Interview                        | NNCSD MS Tech Teacher, NNCSD HS Tech teacher | Based on employment            | 3/14/11<br>3/18/11                     | Content Analysis               | Overall Satisfaction > 90% of all standards |
| Does the structure of the program satisfy the technology teachers? | Administration, BOCES             | Potential restructuring of the program to align more with BOCES/NNCSD requirements                             | Interview                        | NNCSD MS Tech Teacher, NNCSD HS Tech teacher | Based on employment            | 3/14/11<br>3/18/11                     | Content Analysis               | Overall Satisfaction > 90%                  |
| Does the content covered satisfy the technology teachers?          | Administration, Parents, Students | Teachers more engaged in activities they feel are important, which lead to more effective teaching strategies. | Interview                        | NNCSD MS Tech Teacher, NNCSD HS Tech teacher | Based on employment            | 3/14/11<br>3/18/11                     | Likert Scale, Content Analysis | Greater than 4.5/5.0 overall                |
| Do the evaluation methods satisfy the technology teachers?         | Administration                    | Effective evaluation methods must match up to standards identified.  | Interview                        | NNCSD MS Tech Teacher, NNCSD HS Tech teacher | Based on employment            | 3/14/11<br>3/18/11                     | Likert Scale, Content Analysis | Greater than 4.5/5.0 overall                |

**Primary Question 3: Does the program satisfy the audience?****Sub Question 3: Is BOCES satisfied with the program?**

| Actual Question                                  | Who wants to know                  | Why do they want to know   | How will You ask these questions | Who will you ask these questions       | How will respondents be chosen                                  | Schedule for collection of information | How will answers be analyzed | Criteria and Judgement Procedure |
|--|------------------------------------|--|----------------------------------|--|---|--|------------------------------|----------------------------------|
| Is BOCES satisfied with the local objectives?    | NNCSD, Tech Colleges, Trade Unions | BOCES trains students for skills utilized in technical fields                    | Interview                        | BOCES Teachers<br>BOCES Superintendent | Based on content area covered mirrored with skills taught in MS | 3/14/11<br>3/18/11                     | Content Analysis             | Overall satisfaction > 90%       |
| Does the structure of the program satisfy BOCES? | NNCSD, Tech Colleges, Trade Unions | Groundwork laid for future skills to be learned or utilized later in life/career | Interview                        | BOCES Teachers<br>BOCES Superintendent | Based on content area covered mirrored with skills taught in MS | 3/14/11<br>3/18/11                     | Content Analysis             | Overall Satisfaction > 90%       |
| Does the content covered satisfy BOCES?          | NNCSD, Tech Colleges, Trade Unions | Groundwork laid for future skills to be learned or utilized later in life/career | Interview                        | BOCES Teachers<br>BOCES Superintendent | Based on content area covered mirrored with skills taught in MS | 3/14/11<br>3/18/11                     | Content Analysis             | Overall Satisfaction > 90%       |
| Do the evaluation methods satisfy BOCES?         | NNCSD                              | Proper assessment key to knowing if student has skills and theory understood.    | Interview (with documents)       | BOCES Teachers<br>BOCES Superintendent | Based on content area covered mirrored with skills taught in MS | 3/14/11<br>3/18/11                     | Likert Scale                 | Greater than 4.0/5.0 overall     |





### Primary Question 3: Does the program satisfy the audience?

#### Sub Question 4: Are the parents satisfied with the program?

| Actual Question  | Who wants to know                             | Why do they want to know  | How will You ask these questions | Who will you ask these questions   | How will respondents be chosen | Schedule for collection of information | How will answers be analyzed   | Criteria and Judgement Procedure                           |
|--|---|---|----------------------------------|------------------------------------|--------------------------------|--|--------------------------------|--|
| Do the local objectives satisfy the parents?           | NNCSD Tech Teachers, Administration           | Parental involvement increases with support of standards  | Survey                           | Parents of students in program     | Child enrolled in program      | 3/7/11<br>3/11/11                      | Content Analysis, Likert Scale | Overall Satisfaction > 90% OR Greater than 4.4/5.0 overall |
| Does the structure of the program satisfy the parents? | NNCSD Tech Teachers, Administration           | Parental support increases when parents understand and support the structure of program, can aid with enrichment. | Survey                           | Parents of students in the program | Child enrolled in program.     | 3/7/11<br>3/11/11                      | Content Analysis               | Overall satisfaction > 90%                                 |
| Does the content covered satisfy the parents?          | NNCSD Tech Teachers, Administration           | Parents can become involved, provide enrichment and other activities if relates to personal experience.           | Survey                           | Parents of students in the program | Child enrolled in program.     | 3/7/11<br>3/11/11                      | Likert Scale, Content Analysis | Overall satisfaction > 90% OR Greater than 4.4/5.0         |
| Do the evaluation methods satisfy the parents?         | NNCSD Tech Teachers, Administration, Students | Variety of evaluation methods leads to a fair assessment of student achievement, which will keep parents happy.   | Survey                           | Parents of students in the program | Child enrolled in program.     | 3/7/11<br>3/11/11                      | Likert Scale, Content Analysis | Overall satisfaction > 80% OR Greater than 4.0/5.0         |

### Primary Question 3: Does the program satisfy the audience?

#### Sub Question 5: Are the students satisfied with the program?

| Actual Question   | Who wants to know                            | Why do they want to know  | How will You ask these questions | Who will you ask these questions    | How will respondents be chosen | Schedule for collection of information | How will answers be analyzed   | Criteria and Judgement Procedure                 |
|---|--|---|----------------------------------|-------------------------------------|--------------------------------|--|--------------------------------|--|
| Are the students satisfied with the local objectives?         | NNCSD Tech Teachers, Administration, Parents | Student satisfaction will lead to a more productive classroom atmosphere  | Survey                           | MS students enrolled in the program | Enrolled in MS Tech program    | 3/7/11<br>3/11/11                      | Content Analysis, Likert       | Greater than 4.0/5.0 or 80% overall satisfaction |
| Are the students satisfied with the structure of the program? | NNCSD Tech Teachers, Administration, Parents | Student understanding and satisfaction will lead to students grasping the "Big Picture" and where they are headed.        | Survey                           | MS Students enrolled in the program | Enrolled in MS Tech program    | 3/7/11<br>3/11/11                      | Content Analysis               | Greater than 80% overall satisfaction            |
| Are the students satisfied with the content covered?          | NNCSD Tech Teachers, Administration, Parents | Increased control in and out of classroom, understanding of the "Big Picture" and how it relates to other projects/topics | Survey                           | MS Students enrolled in the program | Enrolled in MS Tech program    | 3/7/11<br>3/11/11                      | Content Analysis, Likert Scale | Greater than 4.4/5.0 OR 90% general satisfaction |
| Are the students satisfied with the evaluation methods?       | NNCSD Tech Teachers, Administration, Parents | Differentiated evaluation methods allow students to be fairly assessed of their skills and understanding of theory        | Survey                           | MS Students enrolled in the program | Enrolled in MS Tech program    | 3/7/11<br>3/11/11                      | Likert Scale                   | Greater than 4.4/5.0                             |

## Primary Question 4: Can the program be improved?

### Sub Question 1: What changes can be made to the school environment to improve the program?

| Actual Question   | Who wants to know   | Why do they want to know  | How will You ask these questions | Who will you ask these questions | How will respondents be chosen                                 | Schedule for collection of information | How will answers be analyzed                                    | Criteria and Judgement Procedure  |
|---|---|---|----------------------------------|----------------------------------|--|--|---|---|
| Do the classrooms have enough space?  | Superintendent,<br>Board of Education,<br>Principal,<br>Teachers,<br>Students | To know if more resources need to be allocated to make the program more successful. | Survey<br>Interview              | Students,<br>Teachers            | All students enrolled in program, all NNCS technology teachers | 3/7/11<br>3/18/11                      | Analyze answers and tabulate data on surveys, find similarities | Change recommendations based on majority response                                 |
| Do the classrooms have enough computers?  | Superintendent,<br>Board of Education,<br>Principal,<br>Teachers,<br>Students | To know if more resources need to be allocated to make the program more successful. | Interview                        | Teachers                         | All NNCS technology teachers                                   | 3/14/11<br>3/18/11                     | Analyze answers and find similarities                           | Change recommendations based on majority response                                 |
| Do the classrooms have the proper equipment?                                    | Superintendent,<br>Board of Education,<br>Principal,<br>Teachers,<br>Students | To know if more resources need to be allocated to make the program more successful. | Interview                        | Teachers                         | All NNCS technology teachers                                   | 3/14/11<br>3/18/11                     | Analyze answers and find similarities                           | Change recommendations based on majority response and frequently mentioned items. |
| Is new computer software needed?  | Superintendent,<br>Board of Education,<br>Principal,<br>Teachers,<br>Students | To know if more resources need to be allocated to make the program more successful. | Interview                        | Teachers                         | All NNCS technology teachers                                   | 3/14/11<br>3/15/11                     | Analyze answers and find similarities                           | Change recommendations based on majority response and frequently mentioned items  |
| Do middle school and high school classes need separate classrooms and teachers? | Superintendent,<br>Board of Education,<br>Principal,<br>Teachers,<br>Students | To know if separating middle school from high school would improve the program.     | Interview                        | Teachers,<br>Students            | All students enrolled in program, all NNCS technology teachers | 3/14/11<br>3/15/11                     | Analyze responses and look for group consensus                  | Change recommendations based on majority response                                 |
| Can classes be combined?  | Superintendent,<br>Board of Education,<br>Principal,<br>Teachers,<br>Students | To know if resources can be combined and used more effectively.                     | Interview                        | Teachers,<br>Students            | All students enrolled in program, all NNCS technology teachers | 3/14/11<br>3/18/11                     | Analyze responses and look for group consensus                  | Change recommendations based on majority response                                 |



**Primary Question 4: Can the program be improved?****Sub Question 1: What changes can be made to the school environment to improve the program? Continued**

| Actual Question   | Who wants to know   | Why do they want to know  | How will You ask these questions | Who will you ask these questions | How will respondents be chosen                                 | Schedule for collection of information | How will answers be analyzed                   | Criteria and Judgement Procedure                  |
|---|---|---|----------------------------------|----------------------------------|--|--|--|---|
| Are class sizes too small?                                  | Superintendent,<br>Board of Education,<br>Principal,<br>Teachers,<br>Students,<br>Parents | To know if larger classes would improve student learning.                           | Interview                        | Teachers,<br>Students            | All students enrolled in program, all NNCS technology teachers | 3/7/11<br>3/18/11                      | Analyze responses and look for group consensus | Change recommendations based on majority response |
| Does the technology program get enough funding?             | Superintendent,<br>Board of Education,<br>Principal,<br>Teachers,<br>Students,<br>Parents | To know if more resources need to be allocated to make the program more successful. | Interview                        | Teachers                         | All technology teachers  | 3/14/11<br>3/18/11                     | Analyze answers and find similarities          | Change recommendations based on majority response |
| Are current funds being used wisely on necessary materials? | Superintendent,<br>Board of Education,<br>Principal,<br>Teachers,<br>Students,<br>Parents | To know if current resources are being used effectively.                            | Interview                        | Teachers                         | All NNCS technology teachers                                   | 3/14/11<br>3/18/11                     | Analyze answers and find similarities          | Change recommendations based on response          |



## Primary Question 4: Can the program be improved?

### Sub Question 2: What changes need to be made with the scheduling of classes?

| Actual Question   | Who wants to know   | Why do they want to know  | How will You ask these questions | Who will you ask these questions | How will respondents be chosen                                 | Schedule for collection of information | How will answers be analyzed                                    | Criteria and Judgement Procedure                  |
|---|---|---|----------------------------------|----------------------------------|--|--|---|---|
| Is an alternating schedule (class every other day) preferred?                         | Superintendent, BOE, Principal, Teachers, Students          | To know if the schedule needs to be changed.                          | Survey, Interview                | Students, Teachers               | All students enrolled in program, all NNCS technology teachers | 3/7/11<br>3/18/11                      | Analyze responses and look for group consensus                  | Change recommendations based on majority response |
| Is a schedule where students meet on consecutive days preferred?                      | Superintendent, BOE, Principal, Teachers, Students          | To know if the schedule needs to be changed.                          | Survey, Interview                | Students, Teachers               | All students enrolled in program, all NNCS technology teachers | 3/7/11<br>3/18/11                      | Analyze responses and look for group consensus                  | Change recommendations based on majority response |
| Do classes need to be longer?   | Superintendent, BOE, Principal, Teachers, Students          | To know if the schedule needs to be changed to help student learning. | Survey, Interview                | Students, Teachers               | All students enrolled in program, all NNCS technology teachers | 3/7/11<br>3/18/11                      | Analyze responses and look for group consensus                  | Change recommendations based on majority response |
| Do classes need to be shorter?  | Superintendent, BOE, Principal, Teachers, Students          | To know if the schedule needs to be changed to help student learning. | Survey, Interview                | Students, Teachers               | All students enrolled in program, all NNCS technology teachers | 3/7/11<br>3/18/11                      | Analyze responses and look for group consensus                  | Change recommendations based on majority response |
| Does the quarter semester plan harm other subject areas?                              | Superintendent, BOE, Principal, Teachers, Students          | To know if the schedule harms other subjects.                         | Survey                           | Teachers                         | All NNCS technology teachers                                   | 3/14/11<br>3/18/11                     | Tabulate data on surveys  | Change recommendations based on majority response |
| Is 5th grade too early for a technology class?  | Superintendent, BOE, Principal, Teachers, Students          | To know if the schedule needs to be changed.                          | Survey, Interview                | Students, Teachers               | All students enrolled in program, all NNCS technology teachers | 3/7/11<br>3/18/11                      | Analyze responses and look for group consensus                  | Change recommendations based on majority response |
| Has student learning improved with the quarter semester plan, and if so in what ways? | Superintendent, BOE, Principal, Teachers, Students, Parents | To know if the new program has made improvements.                     | Survey, Interview                | Students, Teachers               | All students enrolled in program, all NNCS technology teachers | 3/7/11<br>3/18/11                      | Analyze answers and tabulate data on surveys, find similarities | Change recommendations based on majority response |

|  |  |   |                   |                       |  |                   |   |   |
|--|--|---|-------------------|-----------------------|--|-------------------|---|---|
| Has student learning been harmed by the quarter semester plan, and if so in what ways? | Superintendent<br>BOE,Principal,<br>Teachers,<br>Students, | To know if the new program needs changes. | Survey, Interview | Students,<br>Teachers | All students enrolled in program, all NNCS technology teachers | 3/7/11<br>3/18/11 | Analyze answers and tabulate data on surveys, find similarities | Change recommendations based on majority response |
|--|--|---|-------------------|-----------------------|--|-------------------|---|---|

| Primary Question 4: Can the program be improved?                |  |   |                                  |                                  |  |  |  |   |
|---|--|---|----------------------------------|----------------------------------|--|--|--|---|
| Sub Question 3: What changes need to be made to the curriculum? |  |   |                                  |                                  |  |  |  |   |
| Actual Question   | Who wants to know  | Why do they want to know  | How will You ask these questions | Who will you ask these questions | How will respondents be chosen                                 | Schedule for collection of information | How will answers be analyzed                   | Criteria and Judgement Procedure  |
| Are state standards being met?                                  | Superintendent,<br>BOE,<br>Principal,<br>Teachers              | To know if the standards are being met to prepare students.                     | Interview                        | Teachers,<br>Principal           | All NNCS technology teachers                                   | 3/14/11<br>3/18/11                     | Analyze answers and find similarities          | Standards not being met need to be addressed                            |
| Are local area standards being met?                             | Superintendent,<br>BOE,<br>Principal,<br>Teachers              | To know if the standards are being met to prepare students.                     | Interview                        | Teachers,<br>Principal           | All NNCS technology teachers and principals                    | 3/14/11<br>3/18/11                     | Analyze answers and find similarities          | Standards not being met need to be addressed                            |
| Can more classes be added?                                      | Superintendent,<br>BOE,<br>Principal,<br>Teachers,<br>Students | To know if enough classes are being offered.                                    | Survey                           | Students                         | All students enrolled in program                               | 3/7/11<br>3/11/11                      | Analyze responses and look for group consensus | Change recom based on majority response                                 |
| Is there subject matter that should be added?                   | Superintendent,<br>BOE,<br>Principal,<br>Teachers,<br>Students | To know if there is anything important being left out.                          | Survey, Interview                | Students,<br>Teachers            | All students enrolled in program, all NNCS technology teachers | 3/14/11<br>3/18/11                     | Analyze responses and look for group consensus | Change recom. based on majority response and frequently mentioned items |
| Is there subject matter that should be dropped?                 | Superintendent,<br>BOE,<br>Principal,<br>Teachers,<br>Students | To know if there is anything that can be removed to make room for other things. | Interview                        | Students,<br>Teachers            | All students enrolled in program, all NNCS technology teachers | 3/7/11<br>3/11/11                      | Analyze responses and look for group consensus | Change recom. based on majority response & frequently mentioned items   |



|  |  |   |        |          |                                  |                   |  |   |
|--|--|---|--------|----------|----------------------------------|-------------------|--|---|
| Do assessments match what student's learn? | Superintendent,B<br>OE,<br>Principal,<br>Teachers,<br>Students | To know if assessment accurately measure what students learn. | Survey | Students | All students enrolled in program | 3/7/11<br>3/11/11 | Analyze responses and look for group consensus | Analyze responses make recommendations based on majority opinion        |
| Does testing need to be more rigorous?     | Superintendent,B<br>OE,<br>Principal,<br>Teachers,<br>Students | To know if assessment accurately measure what students learn. | Survey | Students | All students enrolled in program | 3/7/11<br>3/11/11 | Analyze responses and look for group consensus | Analyze responses make recom. based on majority opinion                 |
| Are different types of testing needed?     | Superintendent,B<br>OE,<br>Principal,<br>Teachers,<br>Students | To know if assessment accurately measure what students learn. | Survey | Students | All students enrolled in program | 3/7/11<br>3/11/11 | Analyze responses and look for group consensus | Change recom. based on majority response and frequently mentioned items |

**Primary Question 4: Can the program be improved?****Sub Question 4: Who benefits from the program?**

| Actual Question   | Who wants to know  | Why do they want to know  | How will You ask these questions | Who will you ask these questions   | How will respondents be chosen  | Schedule for collection of information | How will answers be analyzed                                    | Criteria and Judgement Procedure                                 |
|---|--|---|----------------------------------|------------------------------------|---|--|---|--|
| Do students pursue technology careers after participating in the program?                       | Superintendent,B<br>OE,<br>Principal,<br>Teachers,<br>Students,<br>Parents, Colleges,<br>Employers | To know if the program prepares students for future careers.                                    | Survey                           | Students                           | All students enrolled in program  | 3/7/11<br>3/18/11                      | Analyze answers and tabulate data on surveys, find similarities | Analyze responses make recommendations based on majority opinion |
| Does participation in the middle school technology program help the high school program?        | Superintendent,B<br>OE,<br>Principal,<br>Teachers,<br>Students                                     | To know if the middle school program builds student interest in technology.                     | Survey, Interview                | Students,<br>Teachers              | All students enrolled in program, all NNCS technology teachers                    | 3/7/11<br>3/18/11                      | Analyze answers and tabulate data on surveys, find similarities | Analyze responses make recommendations based on majority opinion |
| Do area colleges see an increase in enrollment in their technology programs from NNCS students? | Superintendent,<br>BOE,<br>Principal,<br>Teachers,<br>Students,<br>Parents, Colleges               | To know if the middle school program builds student interest in technology and related careers. | Survey,<br>Interview             | Students,<br>Teachers,<br>Colleges | All students enrolled in program, all NNCS technology teachers, and area colleges | 3/7/11<br>3/18/11                      | Analyze answers and tabulate data on surveys, find similarities | Analyze responses make recommendations based on majority opinion |
| Do local businesses benefit from the NNCS technology program?                                   | Superintendent,<br>BOE,<br>Principal,<br>Teachers,<br>Students,<br>Parents, Colleges,<br>Employers | To know if the middle school program builds student interest in technology careers.             | Survey,<br>Interview             | Students,<br>Employers             | All students enrolled in program, local businesses                                | 3/7/11<br>3/18/11                      | Analyze answers and tabulate data on surveys, find similarities | Analyze responses make recommendations based on majority opinion |

## Document Search Matrix for Standards

| Standard | Question   | Answer | Explanation/Discussion |
|----------|--|--------|------------------------|
|          | Is the standard being addressed                            |        |                        |
|          | How is the standard being addressed                        |        |                        |
|          | What is the method for assessing this standard             |        |                        |
|          | In which grades is this standard being addressed           |        |                        |
|          | How long does it take to succesfully address this standard |        |                        |
|          | Is this standard addressed more than once                  |        |                        |
|          | How many ways is this standard addressed                   |        |                        |

[illegible]

# Norwood-Norfolk Central School

## Student Exit Survey

The purpose of this interview is to establish the view of the students and their experience with the Norwood-Norfolk Central School middle school technology program.

Check the response that most accurately describes how you feel about the questions below.

|   | <b>Strongly<br/>Disagree<sup>(1)</sup></b> | <b>Disagree<sup>(2)</sup></b> | <b>Neutral<sup>(3)</sup></b> | <b>Agree<sup>(4)</sup></b> | <b>Strongly<br/>Agree<sup>(5)</sup></b> |
|---|--|-------------------------------|------------------------------|----------------------------|---|
| <b>In technology class, you learn material that helped problems outside of the class.</b> | <input type="checkbox"/>                   | <input type="checkbox"/>      | <input type="checkbox"/>     | <input type="checkbox"/>   | <input type="checkbox"/>                |
| <b>You enjoyed what we did in class.</b>  | <input type="checkbox"/>                   | <input type="checkbox"/>      | <input type="checkbox"/>     | <input type="checkbox"/>   | <input type="checkbox"/>                |
| <b>You felt course work prepared you for tests.</b>                                       | <input type="checkbox"/>                   | <input type="checkbox"/>      | <input type="checkbox"/>     | <input type="checkbox"/>   | <input type="checkbox"/>                |
| <b>Technology helped you find new hobbies.</b>  | <input type="checkbox"/>                   | <input type="checkbox"/>      | <input type="checkbox"/>     | <input type="checkbox"/>   | <input type="checkbox"/>                |
| <b>Technology class prepared you for using new technology.</b>                            | <input type="checkbox"/>                   | <input type="checkbox"/>      | <input type="checkbox"/>     | <input type="checkbox"/>   | <input type="checkbox"/>                |
| <b>You feel successful in learning new skills. (Using tools)</b>                          | <input type="checkbox"/>                   | <input type="checkbox"/>      | <input type="checkbox"/>     | <input type="checkbox"/>   | <input type="checkbox"/>                |
| <b>You feel you had appropriate opportunity to make things.</b>                           | <input type="checkbox"/>                   | <input type="checkbox"/>      | <input type="checkbox"/>     | <input type="checkbox"/>   | <input type="checkbox"/>                |
| <b>You appreciate the work that goes into making something by hand.</b>                   | <input type="checkbox"/>                   | <input type="checkbox"/>      | <input type="checkbox"/>     | <input type="checkbox"/>   | <input type="checkbox"/>                |
| <b>You liked how the class was taught.</b>  | <input type="checkbox"/>                   | <input type="checkbox"/>      | <input type="checkbox"/>     | <input type="checkbox"/>   | <input type="checkbox"/>                |
| <b>Technology class introduced you to a career that you would find enjoyable.</b>         | <input type="checkbox"/>                   | <input type="checkbox"/>      | <input type="checkbox"/>     | <input type="checkbox"/>   | <input type="checkbox"/>                |
| <b>You plan to continue doing something you learned from class for fun.</b>               | <input type="checkbox"/>                   | <input type="checkbox"/>      | <input type="checkbox"/>     | <input type="checkbox"/>   | <input type="checkbox"/>                |
| <b>You liked the amount of people in your class.</b>                                      | <input type="checkbox"/>                   | <input type="checkbox"/>      | <input type="checkbox"/>     | <input type="checkbox"/>   | <input type="checkbox"/>                |
| <b>The other people in you class helped you learn.</b>                                    | <input type="checkbox"/>                   | <input type="checkbox"/>      | <input type="checkbox"/>     | <input type="checkbox"/>   | <input type="checkbox"/>                |
| <b>You liked the text book.</b>   | <input type="checkbox"/>                   | <input type="checkbox"/>      | <input type="checkbox"/>     | <input type="checkbox"/>   | <input type="checkbox"/>                |

Norwood-Norfolk Central School District  
Middle School Technology Program Evaluation  
Parent Survey

1. How do you feel about the optional topics the teacher has set for your student? These topics include biotechnology, maglev transportation, and use of communication technology as examples.
  - a. I feel these topics are appropriate for my child, and will be beneficial later in life.
  - b. I feel these topics are appropriate for my child, but not beneficial for them later in life.
  - c. I feel these topics are not appropriate for my child, but may be beneficial to them later in life.
  - d. I feel these topics are not appropriate for my child, and will not be beneficial to them later in life.
  - e. I am not aware of any topics the teacher explores in the technology class.
2. Do you feel that your child is participating in projects that are appropriate for their age level?
  - a. I feel the projects are appropriate for my child
  - b. I feel the projects are not appropriate for my child, but would be earlier/later in Middle School
  - c. I feel the projects would never be appropriate for my child.
  - d. I am not aware of the projects my child participates in during their technology class.
3. How do you feel about the information your student receives in their technology class?
  - a. I feel the content is appropriate and meaningful
  - b. I feel the content is appropriate, but not very meaningful
  - c. I feel the content is not appropriate, but would be meaningful if presented earlier/later in Middle School
  - d. I feel the content is neither appropriate nor meaningful
  - e. I am not aware of the information my student receives in their technology class.
4. How do you feel about the testing methods in your child's technology class?
  - a. I feel the testing methods are fair and reflective of my student's achievement
  - b. I feel the testing methods are fair, but do not accurately reflect my student's achievement.
  - c. I feel the testing methods are not fair, but accurately reflect my student's achievement.
  - d. I feel the testing methods are not fair, and do not accurately reflect my student's achievement.
  - e. I am not aware of the testing methods used in my student's technology class.

# **Norwood-Norfolk Central School District**

## **Middle School Technology Program Evaluation**

### **Teacher Interview**

The purpose of this interview is to establish the view of the teachers and their experience with the Norwood-Norfolk Central School middle school technology program.

1. Is the coursework appropriate for each student?
  
  
  
  
  
  
  
  
  
  
2. What is being taught to get students prepared for a constantly changing technological world?
  
  
  
  
  
  
  
  
  
  
3. How is the concept of a rapidly changing technological world being presented to the students?
  
  
  
  
  
  
  
  
  
  
4. What are other teachers doing to teach the concept of a rapidly changing technological world?
  
  
  
  
  
  
  
  
  
  
5. Are state standards being met?

6. Are local area standards being met?
7. Are you satisfied with the state standards for technology?
8. Are you satisfied with the structure of the technology program at NNCS D?
9. Are you satisfied with the evaluation methods for the technology program at NNCS D?
10. Are you satisfied with the content covered in the technology program at NNCS D?
11. Do you feel the classrooms have enough space?
12. Do you feel the classrooms have enough computers?



13. Do you think the classrooms have the proper equipment?

14. Is new computer software needed?

15. Do you think middle school and high school classes need separate classrooms and teachers?

16. Can classes be combined or consolidated?

17. Are class sizes too large, too small or just right?

18. Do you feel that the technology program gets enough funding?

19. Do you believe current funds are being used wisely on necessary materials?
20. Is an alternating schedule (class every other day) preferred or is a schedule where students meet on consecutive days preferred?
21. Do classes need to be longer or shorter or are they the right length?
22. Do you feel that the quarter semester plan harms other subject areas?
23. Is 5th grade a good starting point for a technology class or is it too early?
24. Has student learning improved with the quarter semester plan, and if so in what ways?
25. Has student learning been harmed by the quarter semester plan, and if so in what ways?

26. Is there technology related subject matter that should be added to the current program?

27. Is there subject matter that should be dropped from the current technology program?

28. Do you feel assessments match what students learn?

29. Do you feel that testing need to be more rigorous?

30. Do you feel that different types of assessments are needed to better gauge student understanding?

31. Does participation in the middle school technology program help the high school program?

32. Do area colleges see an increase in enrollment in their technology programs from NNCSD students?

# **Norwood-Norfolk Central School Principal Interview**

The purpose of this interview is to establish the view of the principals and their experience with the Norwood-Norfolk Central School middle school technology program.

1. Is the coursework appropriate for each student?
2. Are you satisfied with the state standards for technology?
3. Are you satisfied with the structure of the technology program at NNCS?
4. Are you satisfied with the evaluation methods for the technology program at NNCS?
5. Are you satisfied with the content covered in the technology program at NNCS?

# **Norwood-Norfolk Central School District**

## **Middle School Technology Program Evaluation**

### **Superintendent Interview**

The purpose of this interview is to establish the view of the superintendent and their experience with the Norwood-Norfolk Central School middle school technology program.

1. Are you satisfied with the state standards for technology?
2. Are you satisfied with the structure of the technology program at NNCS?
3. Are you satisfied with the evaluation methods for the technology program at NNCS?
4. Are you satisfied with the content covered in the technology program at NNCS?

**Norwood-Norfolk Central School District  
Middle School Technology Program Evaluation  
BOCES Superintendent Interview**

The purpose of this interview is to establish the view of the superintendent and their experience with the Norwood-Norfolk Central School middle school technology program.

1. Are you satisfied with the state standards for technology?
2. Are you satisfied with the structure of the technology program at NNCSD?
3. Are you satisfied with the evaluation methods for the technology program at NNCSD?
4. Are you satisfied with the content covered in the technology program at NNCSD?