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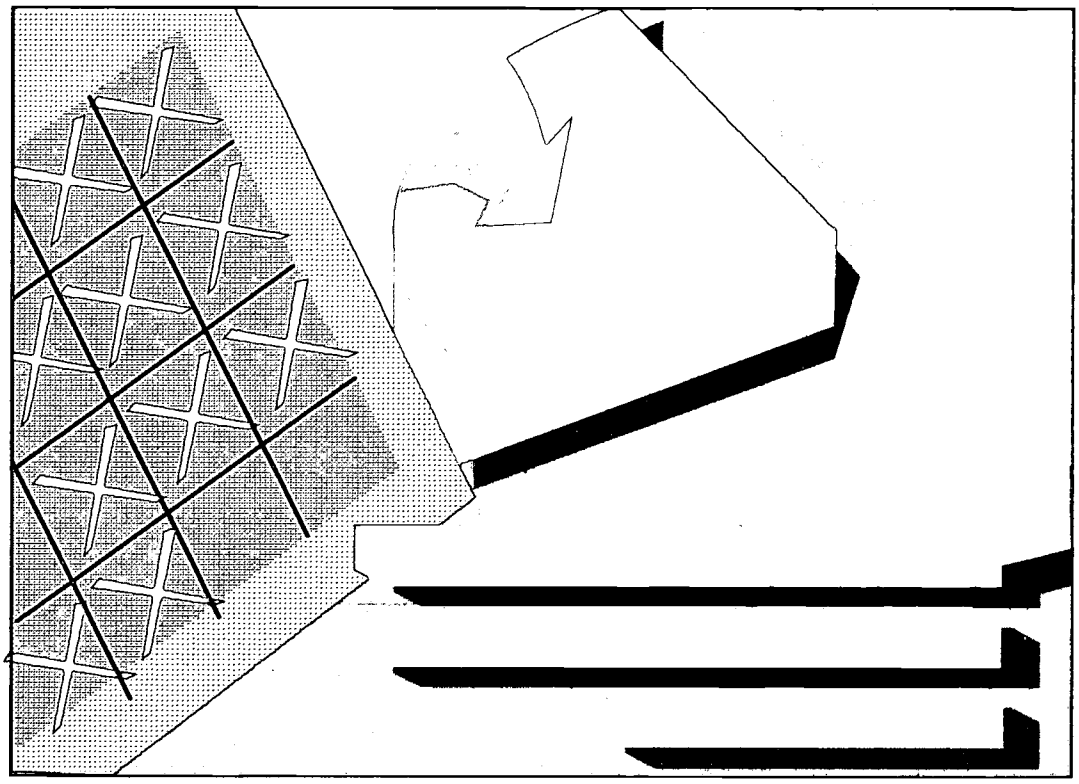
ABSTRACT

The purpose of this study was to determine Tapp Middle School's instructional technology staff development needs, determine sustainability and staff development costs, and develop a long-range comprehensive instructional technology staff development action plan. This study also focuses on the student as the customer who deserves access to the best technology available. It purports the notion that instructional technology is not limited to computers but includes any modernized method or device that assists classroom instruction in grade levels six through eight at Tapp. Data collected in this study indicated that there were no statistically significant differences between years of experience and experience with instructional technology. An analysis of subject responses indicates that Tapp Middle School's faculty and staff needs to become familiar with windows based software, multimedia presentations, Internet, stand alone computer and network environments, multitasking, and office software packages. Several recommendations are provided and four exhibits include a staffing plan, bylaws, the instructional technology survey, and survey results. (AEF)

A MIDDLE SCHOOL INSTRUCTIONAL TECHNOLOGY STUDY



Assessing Instructional Technology Staff Development and Training Needs Using The Shared Decision Making Process

by J. Eric Tubbs, Ed. D.

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PART I

EXECUTIVE SUMMARY

Summary

Tapp Middle School's vision is one which promotes student confidence and self-esteem through a nurturing, positive environment that provides students with decision making opportunities that foster academic, social, and emotional growth. The school, teaming with the home and community, prepares and challenges students to become responsible participants in an ever-changing world. Tapp is currently a site-based managed school and has 1432 students and growing. It is a quintessential middle school with grades six through eight. In meeting the needs of our student population, we are heeding the recommendations of Lawrence Lezotte (1996) calling for schools which: (1) create communities of learners; (2) teach a core academic program that results in students who are literate; (3) ensure success for all students; (4) empower teachers to share in the decision making process; and (5) involve parents and communities in the education of their children.

During the 1996-97 school year Tapp's administration and staff began exploring the benefits of site-based management. After many meetings and much research the faculty reached a full consensus to begin a new way of managing the school by establishing a Building Leadership Team (BLT). The staff agreed that in order to be effective the following components were needed to set up and evaluate Tapp's BLT: (1) Establish a clear mission and purpose; (2) Define roles and responsibilities; (3) Conduct action oriented meetings; (4) Create a comprehensive staff development plan; (5) Celebrate when improvements occur; and (6) Create a learning environment which fosters student success. Consequently, on September 29, 1997 Tapp's Building Leadership Team enacted a set of bylaws which incorporated the aforementioned components (See exhibit B). In order to accomplish specific tasks, the BLT established the following seven subcommittees: (1) Curriculum and Instruction; (2) Staff and Student Support; (3) Safety and Security; (4) School Community Relations; (5) Planning; (6) Facility and Grounds; and (7) **Instructional Technology**

The Instructional Technology Committee (ITC), a subcommittee of the BLT, was charged with developing a Comprehensive Instructional Technology Staff Development Plan for Tapp Middle School's staff. The Instructional Technology Committee (ITC) is certainly not starting

from ground zero, because there are, in fact, several members of the staff and numerous programs that exemplify the productive use of hardware, software, multimedia, laser discs, and video technology. While these models of technology are effectively restructuring classroom instruction, the ITC conducted a full scale investigation which revealed that there remains those teachers and students at Tapp who have little or no exposure to this technology. Thus, the effective use of instructional technology requires the presence and influence of five major factors: (1) A supportive environment in the school; (2) The recognized need to improve student achievement; (3) The commitment and involvement of the principal, staff, superintendent, and assistant superintendent of school improvement; (4) Teacher empowerment; and (5) Opportunities for continuous professional growth. Consequently, teachers can become effortless users of instructional technology in the classroom. For these reasons, the ITC advised Tapp's principal to conduct a survey to determine the staff's basic knowledge of computer hardware and software applications. The ITC has eleven active members representing various levels and function within Tapp Middle School.

The purpose of this study was to determine Tapp Middle School's instructional technology staff development needs, determine sustainablility and staff development costs, and develop a long-range comprehensive instructional technology staff development action plan. This study also focuses on the student as the customer who deserves access to the best technology available. This study purports the notion that instructional technology is not limited to computers but includes any modernized method or device that assists classroom instruction in grade levels 6th through 8th at Tapp.

There were two null hypotheses formulated and tested in this study. Null Hypothesis one (HO_1) was concerned with differences between instructional staff's years of instructional experience and their experience with instructional technology, and Null Hypothesis two (HO_2) was concerned with differences between instructional staff's position levels and their experience with instructional technology. The data collected in this study indicated that there were no statistically significant differences between years of experience and experience with instructional technology. Consequently, Null Hypothesis one (HO_1) was accepted. When an attempt was made to test Null Hypothesis two (HO_2), it was determined that the administrative and classified instructional populations were too small to render reliable results. For these reasons, Null

Hypothesis two (HO_2) was not considered. Although there were no statistically significant differences, the mean scores, raw frequencies, and percentages did yield significant observed differences.

Subjects in this study were asked to respond to eleven questions by indicating whether they had No experience, Some experience, or Much experience with computer hardware and software applications. In order to calculate mean scores for each cell, No experience was given a weight of One (Low), Some experience was given a weight of Two (Median), and Much experience was given a weight of Three (High). The ITC suggested that mean scores below 2.2 must be considered significant. Therefore, an analysis of the mean scores, raw frequency, and percentages for administrators, classified instructional staff, and teachers (as shown in Tables 4, 5, 6, and 7) indicates that Tapp Middle School's faculty and staff needs to become familiar with windows based software, multimedia presentations, Internet, stand alone computer and network environments, multitasking, and office software packages.

Recommendations

Based on the findings of this study, it appears that regardless of experience or position levels all support and instructional personnel need to become familiar with windows based software, multimedia, Internet, stand alone computers and network environments, multitasking, office software packages, and any modernized methods or devices that assists classroom instruction in grades six through eight. Consequently, a comprehensive instructional technology plan must be developed to specifically address Tapp's faculty and staff needs at all levels. Additionally, an organized support structure will ensure that Tapp Middle School personnel will have the awareness, knowledge, skills, and confidence to utilize up-to-date technology efficiently. Therefore, the essential elements of the recommended comprehensive instructional staff development plan include:

- ☑ A high quality staff development and support/consulting services from Gamma Services on an on going basis for all instructional and support staff.
- ☑ A comprehensive plan scheduled in at least three or four phases.
- ☑ Minimal instructional disruptions during the work day.
- ☑ Staff release time with adequate substitute coverage.

- ☑ Staff development customized to cover windows based software, Internet, multimedia, stand alone computer and network environments, multitasking, office software packages, or any modernized methods or devices that assists classroom instruction.
- ☑ Staff development to coincide with acquisition and installation of new equipment.
- ☑ Instructional technology growth opportunities with stipends or reimbursement as appropriate.
- ☑ Address all levels of technological expertise, beginning with the awareness level to introduce staff to the current environment and progressing through introductory, intermediate, advanced, and specialized levels.
- ☑ The staff development plan should address the context for training, the effectiveness of training, the validity of the training procedures, the worth of the results, and the efficacy of continuing staff development.

Finally, the BLT's vision is that, through the recommendations of this study, technology will be incorporated as a natural part of every student's daily learning experience. Therefore, in order for this action toward staff development to proceed, a **serious commitment to allocated funds** must be made.

Acknowledgment

I wish to express my sincere thanks to the faculty, Instructional Technology Subcommittee, Bob Caplan, Lillian Holeman, Carolyn Lee, Anita Ruggiero, Pam Wickham, Glenda Wills, and the Building Leadership Team whose support, expertise, cooperation, and input help make this study possible. I would also like to thank Dr. Suan Hanes, and Dr. Ron Richard for their assistance with the SPSS-X statistical applications.

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Section I

Context of The Study

Characteristics

Tapp Middle School first opened in the fall of 1975. Before then, students attended McEachern Junior High School on what is now the John McEachern High School campus. Tapp Middle School was named for William Roy Tapp, Sr., a veteran of World War I and a former school teacher. Mr. Tapp later became a real estate agent and newspaper columnist who was recognized as a civic leader and a strong vocal advocate for improving the education process. In 1984-85, Tapp was named a Georgia School of Excellence and A National School of Excellence. In 1993, the Physical Education program at Tapp received the Award of Excellence for Physical Education.

The Tapp Middle School vision is one which promotes student confidence and self-esteem through a nurturing, positive environment that provides students with decision making opportunities that foster academic, social, and emotional growth. The school, teaming with the home and community prepares and challenges students for responsibility in an ever-changing world. For these reasons, the Correlates of Effective Schools were used as a guide toward achieving organizational change (Lezotte, 1997).

Tapp Middle School, currently a site-based managed school, is one of eighteen middle schools in the Cobb County Public School System. Tapp is located in the southwest section of Cobb County within the city limits of Powder Springs, Georgia. Unique to Cobb County, Powder Springs is typical of small town America with its own city government and community services. Tapp has 1432 students and growing. It is a quintessential middle school with grades six through eight. Tapp's transient rate is approximately 11% (This number fluctuates monthly), approximately 19% of the student population receives free or reduced lunch, and approximately 22% of the student population receives special services. The racial or ethnic composition of Tapp is 60% Caucasian, 23% African American, 7% Multiracial, 7% Hispanic, and 3% Asian/Other.

In meeting the needs of our student population, we are heeding the recommendations of Lezotte (1996) calling for schools which: (1) create communities of Learners; (2) teach a core academic program that results in students who are literate; (3) ensure success for all students;

(4) empower teachers to share in the decision making process; and (5) involve parents and communities in the education of their children.

Staff Profile

Tapp Middle School has a staff of one hundred twenty eight employees. Eighty nine or 70% are certified teachers, thirteen or 10% are non-instructional food service, eight or 6% are non-instructional custodial, eleven or 9% are instructional classified/clerical, four or 3% are certified administrators, and three or 2% are certified counselors (See exhibit A). Although gender and ethnicity were not examined in this study one hundred thirteen staff members or 88% are females and fifteen or 12% are males. Additionally, of the one hundred twenty eight staff members ninety seven or 76% are White females, sixteen or 12% are Black females, one or 0.5% is a Hispanic female, fourteen or 11% are White males, and one or 0.5% is a Black male.

Decision Making

During the 1996-97 school year Tapp's administration and staff began exploring the benefits of site-based management. After many meetings and much research, the faculty reached a full consensus to begin a new way of managing the school by establishing a Building Leadership Team (BLT). The staff agreed that in order to be effective the following components were needed to set up and evaluate Tapp's BLT: (1) establish a clear mission and purpose; (2) Define roles and responsibilities; (3) Conduct action oriented meetings; (4) Create a comprehensive staff development plan; (5) Celebrate when improvements occurs; and (6) Create a learning environment which fosters student success (Lezotte, 1997). Consequently, on September 29, 1997 Tapp's Building Leadership Team enacted a set of bylaws which incorporated the aforementioned components (See exhibit B). In order to accomplish specific tasks, the BLT established the following seven subcommittees: (1) Curriculum and Instruction; (2) Staff and Student Support; (3) Safety and Security; (4) School Community Relations; (5) Planning; (6) Facility and Grounds; and (7) **Instructional Technology**.

The Problem

The Instructional Technology Committee (ITC), a subcommittee of the BLT, was charged with developing a Comprehensive Instructional Technology Staff Development Plan for Tapp Middle School. The Instructional Technology Committee (ITC) is certainly not starting from ground zero, because there are, in fact, several members of the staff and numerous programs that

exemplify the productive use of hardware, software, laser discs, and video technology. While these models of technology are effectively restructuring classroom instruction, the ITC conducted a full scale investigation which revealed that there remains those teachers and students at Tapp who have little or no exposure to this technology. Thus, if Learning for All is to be achieved, according to Lezotte (1997), the effective use of instructional technology requires the presence and influence of at least five major factors: (1) A supportive environment in the school; (2) Recognize the need to improve student achievement; (3) Solicit commitment and involvement of the principal, staff, superintendent, and assistant superintendent of school improvement; (4) Empower staff; and (5) Opportunities for continuous professional growth. Consequently, teachers can become effortless users of instructional technology in the classroom. For these reasons, the ITC advised Tapp's principal to conduct a survey to determine the staff's basic knowledge of computer hardware and software applications. The ITC has eleven active members representing various levels and function within Tapp Middle School.

Purpose of the Study

The essence of organizational change consists of learning new ways of thinking and doing. Consequently, staff development can be a vehicle for providing staff with professional growth opportunities and new attitudes that are vital to successful organizational change (Joyce,1993). The ITC also believes that a good staff development program grounded in research can have an unfreezing influence that gets staff to consider large scale change. Therefore, the purpose of this study was to determine Tapp Middle School's instructional technology staff development needs, determine sustainablility and staff development costs, and develop a long-range comprehensive instructional technology staff development action plan. **Part I** of this study focuses on the student as the customer, who deserves access to the best technology available. This study purports the notion that instructional technology is not limited to computers, but includes any modernized method or device that assists classroom instruction in grade levels 6th through 8th at Tapp.

Research Questions

This study seeks to answer the following questions:

1. Are there differences between instructional staff's years of instructional experience and their experience with instructional technology?

2. Do position levels and years of experience have an impact on staff's use of instructional technology in the classroom?

Hypotheses

The following hypotheses will be tested in this study:

HO_1: There is no statistically significant difference between instructional staff's years of experience and their experience with instructional technology.

HO_2: There is no statistically significant difference between instructional staff's position levels and their experience with instructional technology.

Limitations

The scope of this study will be limited to the general parameters of the Tapp Middle School's Instructional Technology Survey. Limitations for this study are as follows:

1. This study is limited to certified and classified instructional staff and does not include non-instructional staff such as, food service or custodial staff.
2. No attempt was made to assess other instructional staffs in the Cobb County School System.

Delimitations

There were certain distinctive delimitations of this study which should be noted. They are as follows:

1. This study is delimited to Tapp Middle School which is one of eighteen middle schools in the Cobb County Public School System.
2. No attempt is made to evaluate the instructional staff's teacher preparation program.
3. Since this study is designed to capture information regarding Tapp Middle School's instructional staff's technology skills and years of experience, no effort was made to assess the district's staff development program as it relates to instructional technology.

Definitions

The following definitions should add clarity to this study. Each definition gives the meaning of a particular term as it relates to the context of this study:

1. **Building Leadership Team (BLT):** The BLT is a twenty one member team who represent the ideas, concerns, and problems of students, parents, staff, community, and

administration. In keeping with the spirit of cooperation and respect for all members of the school and community, the BLT represents all levels of the staff and community.

2. **Chi Square (X^2):** A nonparametric test applied to discrete data or counted data rather than measured values (Best, 1977).
3. **Classified Instructional Staff:** Paraprofessional, Clerical, or any classified person whose function is to indirectly support instruction outside the classroom.
4. **Instructional Staff:** Teacher, Counselor, Learner Support Strategist, Speech Pathologist, or any certified person whose function is directly related to classroom instruction.
5. **Instructional Technology Committee (ITC):** This is an eleven person committee charged with identifying technology issues, recommends solutions for solving technology problems, assess training needs, and identifies other technology needs (Tapp BLT Bylaws, 1997).
6. **Mean Score (M):** The average of a set of numbers or the sum of a set of scores divided by the number of scores (Slavin, 1992).
7. **Non-instructional Staff:** Custodial, Food Service Worker, Campus Officer, or any person whose function does not impact classroom instruction.
8. **Site-based management (SBM):** SBM is a management process empowering principals, teachers, students, and community members to make decisions at the site level (Wallace, 1988)
9. **Shared Decision Making (SDM):** SDM is a collaborative process of planning and decision making that directly or indirectly affects the site level (White, 1989).
10. **Standard Deviation (df):** The square root of the variance, the degree of dispersion, or scatter of a set of numbers.

This concludes the discussion on the context of the study and the problem and its components. Section II outlines the research design and procedures.

Section II

Research Design and Procedures

Design of the Study

This descriptive study was designed to examine Tapp Middle School classroom instruction as it relates to instructional technology. In this section the researcher will attempt to briefly describe the design features of the study such as population, survey instrument, data collecting procedures, and data analysis. It is anticipated that the results of this study will contribute to the school district's Staff Development data collection efforts. We further believe this study will provide the Superintendent and Assistant Superintendent of School Improvement with encouraging information that will support Tapp's request to fund a Comprehensive Instructional Technology Staff Development Plan.

Population

Tapp Middle School has a staff of one hundred twenty eight employees. Eighty nine or 70% are certified teachers, thirteen or 10% are non-instructional food service, eight or 6% are non-instructional custodial, eleven or 9% are instructional classified, four or 3% are certified administrators, and three or 2% are certified counselors (See exhibit A). Although gender and ethnicity were not examined in this study one hundred thirteen staff members or 88% are female and fifteen or 12% are male. Additionally, of the one hundred twenty eight staff members ninety seven or 76% are White females, sixteen or 12% are Black females, one or 0.5% is a Hispanic female, fourteen or 11% are White males, and one or 0.5% is a Black male. The target population for this study is one hundred seven (N=107) instructional staff.

As a general rule, according to Kindred, Bagan, and Gallagher (1990). "It would be too time consuming for a researcher to survey an entire population if the population is over 400 or 500' (p. 35). Kindred et al. (1990) further suggest that "if the population is less than 400, it would be wise to survey everyone rather than a sample" (p. 35). Therefore, since the population to be surveyed in this study consists of only one hundred seven (N=107), the entire population was surveyed, and the simple random sampling procedure was not used in this study.

Survey Instrument

The content used to create the Tapp Middle School Instructional Technology Survey was developed by a panel of five ITC members. Several preliminary survey instruments were created

before the panel finally approved the survey instrument used in this study (See Exhibit C). The final instrument was divided into two sections. The first section consisted of two demographic items, position level and work experience. The two demographic items will be ranked based on frequency counts and percentages. The second section contains eleven items in the form of a Likert-scale to determine the differences between instructional experience and experience using technology in the classroom; and to determine the differences between position levels and experience with instructional technology. The items in this section require respondents to select one of three expressions: No Experience = 1, Some Experience = 2, and Much Experience = 3. Each expression is assigned an appropriate weight from 1 to 3 to indicate how much experience they had with certain computer applications. Items with a 3 are the highest score and represent much experience with a particular application. Items with a 1 are the lowest score and represent no experience with a particular application.

Data Collection

The survey was not coded. The Instructional Technology Parapro and ITC members distributed the survey to one hundred seven (N=107) instructional staff members on November 26, 1997 during a faculty meeting. Once the surveys were returned, the researcher used applications from the Statistical Package for the Social Sciences (SPSS-X) to process and analyze the data (See Exhibit D). The results were also presented in frequencies and percentages. However, since this study yielded discrete data, the nonparametrical chi square (x^2) test was used to test Hypotheses 1 and 2 at the .05 alpha level. The alpha level of .05 is the level at which the researcher is willing to accept a 5% chance that the statistical finding will be in error. Finally, a two tail test was used to reach the area of rejection for each hypothesis. This concludes the discussion of the research design and procedures.

Section III

Results of the Study

Findings

As previously stated, the purpose of this study was to determine Tapp Middle School's instructional technology staff development needs, determine sustain ability and staff development cost, and determine whether a comprehensive instructional technology staff development action plan is needed. In this section an attempt will be made to answer research questions, and reject or accept hypothesis 1 and 2. The presentation of results of this study include a descriptive analysis of demographic data, an examination of the hypotheses formulated, and a discussion of participants raw response frequency to survey questions.

Demographic Profile

As previously stated in Section II, the population for this study consisted of one hundred seven instructional staff (N=107) at Tapp Middle School (See Table 1). Table 2 shows that ninety two, (n=92) surveys were returned, yielding a return rate of 86% of which eighty eight or 88% were teachers, seven or 8% were classified instructional, and four or 4% were administrators. With regard to years of experience Table 2 shows thirty five or 38% of the instructional staff had 1 to 5 years of experience, eleven or 12% had 6 to 10 years of experience, sixteen or 17% had 11 to 15 years of experience, ten or 11% had 16 to 20 years of experience, eleven or 12% had 21 to 25 years of experience, six or 7% had 26 to 30 years of experience, one or 1% had 31 to 35 years of experience, two or 2% had 36 to 40 years of experience.

Table 1

Total Population Surveyed[a]

Category	Actual Size	*Number Distributed	**Number Returned
Instructional Staff	107	107[b]	92

*N=107 **n=92

Note: [a]The simple sample procedure was not used since the population was less than two hundred. [b]The researcher is a member of this population and researcher's responses are reflected in results.

Table 2

Return Frequency By Position Level

Variable	*Number Returned	Percent
Levels		
Administrators	4	4
Classified Instructional	7	8
Teachers	81	88
Total	**92**	**100**
Experience		
1 to 5	35	38
6 to 10	11	12
11 to 15	16	17
16 to 20	10	11
21 to 25	11	12
26 to 30	6	7
31 to 35	1	1
36 to 40	2	2
Total	**92**	**100**

****n=92**

Examination of Hypotheses

HO_1: There is no statistically significant difference between instructional staff's years of experience and their experience with instructional technology.

When the relationship between instructional staff's years of work experience and their experience with instructional technology was examined, the computed chi square (x^2) yielded a predicted value greater than the observed value, or greater than .05 ($p>.05$). The results of the chi square test (shown in Table 3) indicate the combined mean scores , standard deviation (Std. Dev.), Degrees of freedom (df), and the predicted and observed chi square values for each question. Consequently, it was concluded that no statistically significant difference existed between instructional staff's years of experience and their experience with instructional technology. For these reasons, Null Hypothesis one (HO_1) was accepted.

Table 3

Combined Score for Years of Experience

Q#	Question	Mean	df	Std.D	$P_b > O_c$
Q1	Can you turn on and shut down a computer	2.76	9	1.66	26.119>16.678
Q2	Can you use mouse and key board	2.64	11	2.09	26.119>19.568
Q3	Are you familiar with Windows '95	1.19	10	2.02	26.119>18.450
Q4	Are you familiar with desktop utilities	1.83	11	1.76	26.119>19.991
Q5	Rate your experience with windows software	2.21	11	1.91	26.119>19.336
Q6	Experience with DOS/Windows based software	2.05	4	1.87	26.119>09.182
Q7	Do you have experience with Internet	1.79	7	1.72	26.119>13.592
Q8	Know the difference between a stand alone	1.96	13	1.83	26.119>21.707
Q9	Are you familiar with the term multitasking	1.41	3	1.63	26.119>07.874
Q10	If you have experience with windows 3.1 or	1.92	6	1.89	26.119>13.489
Q11	Do you understand the concept behind the scan	1.47	6	1.57	26.119>12.129

P_b = Predicted X^2 Values, O_c = Observed X^2 Values **(p>.05)**

HO_2: There is no statistically significant difference between instructional staff's position levels and their experience with instructional technology.

When the statistical difference between instructional staff's position level and their experience with instructional technology was examined, the administrative and classified populations were too small to compare with teacher (Certified) population. Consequently, it was concluded that no statistically significant difference could be determined. Therefore, Null Hypothesis Two was not considered.

Discussion of Response Frequency

Subjects in this study were asked to respond to eleven questions by indicating whether they had No experience, Some experience, or Much experience with computer hardware and software applications. In order to calculate mean score for each cell No experience was given weight of One (Low), Some experience was given a weight of Two (Median), and Much experience was given a weight of Three (High). Consequently, the ITC suggested that mean scores below 2.2 must be considered significant. Therefore, an analysis of the mean scores, raw frequency and percentages for administrators, classified instructional staff, and teachers (as shown in Tables 4, 5, 6, and 7) indicate that Tapp Middle School's faculty and staff need to become familiar with

Table 4

Response Frequency for Administrators

Questions	Mean	M n/%	S n/%	No n/%	Total n/%
1. Can you "TURN ON" and "SHUT DOWN" a computer?	3	4/100			4/100
2. Can you use a "MOUSE" and "KEY BOARD" with ease?	3	4/100			4/100
3. Are you familiar with WINDOWS '95?	2.5	2/50	2/50		4/100
4. Are you familiar with desktop utilities that are standard in WINDOWS '95?	2.6	3/75	1/25		4/100
5. Rate your experience with windows based software.	2.2	1/25	3/75		4/100
6. Rate your experience with DOS based software programs.	2.5	2/50	2/50		4/100
7. Do you have any personal/professional experience with Internet?	1.6	1/25	1/25	2/50	4/100
8. Do you know the difference between a Stand Alone Computer environment and a Networked environment?	2.2	1/25	3/75		4/100
9. Are you familiar with the term Multitasking?	1.2		1/25	3/75	4/100
10. If you have experience in Windows 3.1 or Windows '95, are you familiar with any office software packages?	2	1/25	2/50	1/25	4/100
11. Do you understand the concept behind the Scan-Converter?	1			4/100	4/100

****(n=4) November 26, 1997**

Table 5

Response Frequency for Teachers

Questions	Mean	M n/%	S n/%	No n/%	Total n/%
1. Can you "TURN ON" and "SHUT DOWN" a computer?	2.8	63/78	17/21	1/1	81/100
2. Can you use a "MOUSE" and "KEY BOARD" with ease?	2.7	61/75	16/20	4/5	81/100
3. Are you familiar with WINDOWS '95?	2.7	28/35	40/49	13/16	81/100
4. Are you familiar with desktop utilities that are standard in WINDOWS '95?	1.8	14/17	39/48	28/35	81/100
5. Rate your experience with windows based software.	2.2	31/38	37/46	13/16	81/100
6. Rate your experience with DOS based software programs.	2	22/27	38/47	21/26	81/100
7. Do you have any personal/professional experience with Internet?	1.8	16/20	33/41	32/81	81/100
8. Do you know the difference between a Stand Alone Computer environment and a Networked environment?	2	19/23	39/48	23/28	81/100
9. Are you familiar with the term Multitasking?	1.4	7/9	18/22	56/69	81/100
10. If you have experience in Windows 3.1 or Windows '95, are you familiar with any office software packages?	1.9	18/22	38/47	25/35	81/100
11. Do you understand the concept behind the Scan-Converter?	1.5	10/12	17/21	54/67	81/100

****(n=81) November 26, 1997**

Table 6

Response Frequency for Classified Instructional Staff

Questions	Mean	M n/%	S n/%	No n/%	Total n/%
1. Can you "TURN ON" and "SHUT DOWN" a computer?	3	7/100			7/100
2. Can you use a "MOUSE" and "KEY BOARD" with ease?	2.6	5/72	1/14	1/14	7/100
3. Are you familiar with WINDOWS '95?	1.9	1/14	4/57	2/29	7/100
4. Are you familiar with desktop utilities that are standard in WINDOWS '95?	1.9	1/14	4/57	2/29	7/100
5. Rate your experience with windows based software.	2	2/29	3/42	2/29	7/100
6. Rate your experience with DOS based software programs.	2	2/29	3/42	2/29	7/100
7. Do you have any personal/professional experience with Internet?	1.6	1/14	2/29	4/57	7/100
8. Do you know the difference between a Stand Alone Computer environment and a Networked environment?	2	3/42	1/7	3/42	7/100
9. Are you familiar with the term Multitasking?	1.7	1/14	3/42	3/42	7/100
10. If you have experience in Windows 3.1 or Windows '95, are you familiar with any office software packages?	1.9	1/14	4/57	2/29	7/100
11. Do you understand the concept behind the Scan-Converter?	1.4	1/14	1/14	5/72	7/100

**n=7 November 26, 1997

Table 7

Response Frequency for all Instructional Staff

Questions	Mean	M n/%	S n/%	No n/%	Total n/%
1. Can you "TURN ON" and "SHUT DOWN" a computer?	2.8	74/80	17/19	1/1	92/100
2. Can you use a "MOUSE" and "KEY BOARD" with ease?	2.7	70/76	17/19	5/5	92/100
3. Are you familiar with WINDOWS '95?	2.2	31/34	46/50	15/16	92/100
4. Are you familiar with desktop utilities that are standard in WINDOWS '95?	1.9	18/20	44/47	30/33	92/100
5. Rate your experience with windows based software.	2.2	34/37	43/47	15/16	92/100
6. Rate your experience with DOS based software programs.	2	26/28	43/47	23/25	92/100
7. Do you have any personal/professional experience with Internet?	1.8	18/20	36/39	38/41	92/100
8. Do you know the difference between a Stand Alone Computer environment and a Networked environment?	2	23/25	43/47	26/28	92/100
9. Are you familiar with the term Multitasking?	1.4	8/9	22/24	62/67	92/100
10. If you have experience in Windows 3.1 or Windows '95, are you familiar with any office software packages?	1.9	20/22	44/47	28/31	92/100
11. Do you understand the concept behind the Scan-Converter?	1.4	11/12	18/20	63/68	92/100

**n=92 November 26, 1997

windows based software, multimedia presentations, Internet, stand alone computer and network environments, multitasking, office software packages, scan-converters, and any other modern device that will improve classroom instruction and student achievement.

Summary of Hypotheses

There were two null hypotheses formulated and tested in this study. Null Hypothesis one (HO_1) was concerned with differences between instructional staff's years of instructional experience and their experience with instructional technology, and Null Hypothesis two (HO_2) was concerned with differences between instructional staff's position levels and their experience with instructional technology. The data collected in this study indicated that there was no statistically significant differences between years of experience and experience with instructional technology. Consequently, Null Hypothesis one (HO_1) was accepted. When an attempt was made to test Null Hypothesis two (HO_2), it was determined that the administrative and classified instructional populations were too small to render reliable results. For these reasons, Null Hypothesis two (HO_2) was not considered. Although there were no statistically significant differences, the raw frequencies and percentages did yield significant observed differences. This data suggest that subjects in this study need to become familiar with windows based software, multimedia presentations, Internet, stand alone computer and network environments, multitasking, and office software packages. Finally, the data also revealed that subjects at all levels, except three, knew how to turn on and shut down computers. Conclusions and recommendations based on the data in this section are offered in Section IV.

Section IV

Summary and Recommendations

Summary

Tapp Middle School's vision is one which promotes student confidence and self-esteem through a nurturing, positive environment that provides students with decision making opportunities that foster academic, social, and emotional growth. The school, teaming with the home and community, prepares and challenges students for responsibility in an ever-changing world. Tapp is currently a site-based managed school and has 1432 students and growing. It is a quintessential middle school with grades six through eight. In meeting the needs of our student population, we are heeding the recommendations of Lawrence Lezotte (1996) calling for schools which: (1) create communities of Learners; (2) teach a core academic program that results in students who are literate; (3) ensure success for all students; (4) empower teachers to share in the decision making process; and (5) involve parents and communities in the education of their children.

During the 1996-97 school year Tapp's administration and staff began exploring the benefits of site-based management. After many meetings and much research, the faculty reached a full consensus to begin a new way of managing the school by establishing a Building Leadership Team (BLT). The staff together agreed that in order to be effective the following components were needed to set up and evaluate Tapp's BLT: (1) Establish a clear mission and purpose; (2) Define roles and responsibilities; (3) Conduct action oriented meetings; (4) Create a comprehensive staff development plan; (5) Celebrate when improvements occurs; and (6) Create a learning environment which fosters student success. Consequently, on September 29, 1997 Tapp's Building Leadership Team enacted a set of bylaws which incorporated the aforementioned components (See exhibit B). In order to accomplish specific tasks, the BLT established the following seven subcommittees: (1) Curriculum and Instruction; (2) Staff and Student Support; (3) Safety and Security; (4) School Community Relations; (5) Planning; (6) Facility and Grounds; and (7) **Instructional Technology**

The Instructional Technology Committee (ITC), a subcommittee of the BLT, was charged with developing a Comprehensive Instructional Technology Staff Development Plan for Tapp Middle School. The Instructional Technology Committee (ITC) is certainly not starting from

ground zero, because there are, in fact, several members of the staff and numerous programs that exemplify the productive use of hardware, software, laser discs, and video technology. While these models of technology are effectively restructuring classroom instruction, the ITC conducted a full scale investigation which revealed that there remains those teachers and students at Tapp who have little or no exposure to this technology. For these reasons, the ITC advised Tapp's principal to conduct a survey to determine staff's basic knowledge of computer hardware and software applications. The ITC has eleven active members representing various levels and function within Tapp Middle School.

The purpose of this study was to determine Tapp Middle School's instructional technology staff development needs, determine sustainablility and staff development costs, and develop a long-range comprehensive instructional technology staff development action plan. This study also focuses on the student as the customer who deserves access to the best technology available. This study purports the notion that instructional technology is not limited to computers but includes any modernized method or device that assists classroom instruction in grade levels 6 through 8 at Tapp.

There were two null hypotheses formulated and tested in this study. Null Hypothesis one (HO_1) was concerned with differences between instructional staff's years of instructional experience and their experience with instructional technology, and Null Hypothesis two (HO_2) was concerned with differences between instructional staff's position levels and their experience with instructional technology. The data collected in this study indicated that there was no statistically significant differences between years of experience and experience with instructional technology. Consequently, Null Hypothesis one (HO_1) was accepted. When an attempt was made to test Null Hypothesis two (HO_2), it was determined that the administrative and classified instructional populations were too small to render reliable results. For these reasons, Null Hypothesis two (HO_2) was not considered. Although there were no statistically significant differences, the mean scores, raw frequencies, and percentages did yield significant observed differences.

Subjects in this study were asked to respond to eleven questions by indicating whether they had No experience, Some experience, or Much experience with computer hardware and software applications. In order to calculate mean score for each cell, No experience was given weight of

One (Low), Some experience was given a weight of Two (Median), and Much experience was given a weight of Three (High). Consequently, the ITC suggested that mean scores below 2.2 must be consider significant. Therefore, An analysis of the mean scores, raw frequencies and percentages for administrators, classified instructional staff, and teachers (as shown in Tables 4, 5, 6, and 7) indicate that Tapp Middle School's faculty and staff need to become familiar with windows based software, multimedia presentations, Internet, stand alone computer and network environments, multitasking, and office software packages.

Recommendations

Based on the findings of this study it appears that regardless of experience or position levels, all support and instructional personnel need to become familiar with windows based software, multimedia, Internet, stand alone computer and network environments, multitasking, office software packages, or any modernized methods or devices that assists classroom instruction in grades six through eight. Consequently, a comprehensive instructional technology plan must be developed to specifically address Tapp faculty and staff needs at all levels. Additionally, an organized support structure will ensure that Tapp Middle School personnel will have the awareness, knowledge, skills, and confidence to utilize up-to-date technology efficiently. Therefore, the essential elements of the recommended comprehensive instructional staff development plan include:

- ☑ A high quality staff development and support/consulting services from Gamma Services on an on going basis for all instructional and support staff.
- ☑ A comprehensive plan scheduled in at least three or four phases.
- ☑ Minimal instructional disruptions during the work day.
- ☑ Staff release time with adequate substitute coverage.
- ☑ Staff development customized to cover windows based software, Internet, stand alone computer and network environments, multitasking, office software packages, or any modernized methods or devices that assists classroom instruction.
- ☑ Staff development to coincide with acquisition and installation of new equipment.
- ☑ Instructional technology growth opportunities with stipends or reimbursement as appropriate.

- ☑ Address all levels of technological expertise, beginning with the awareness level to introduce staff to the current environment and progressing through introductory, intermediate, advanced, and specialized levels.
- ☑ The staff development plan should address the context for training, the effectiveness of training, the validity of the training procedures, the worth of the results, and the efficacy of continuing staff development.

Finally, the BLT's vision is that, through the recommendations of this study, technology will be incorporated as a natural part of every student's daily learning experience. Therefore, in order for this action toward staff development to proceed, a **serious commitment to allocated funds** must be made. This concludes the discussion of conclusions, recommendations, and **Part I** of this study. **Part II** of this study will cover the comprehensive instructional staff development plan, benefits, costs, and implementation methods.

PART II

Implementation Plan

The Instructional Technology Committee (ITC) presents this plan to the Superintendent as a blueprint toward the implementation of technology into all our classrooms. The ITC's vision is that, by using the following plan, technology will be incorporated as a natural part of every student's daily learning experience. In order for this action toward technology to proceed, a serious commitment to allocate funds and personnel must be made. This plan incorporates the summation of many previous plans, ideas, hopes, and dreams of teachers, support staff, parents, and business partners. The ITC is confident that this Comprehensive Instructional Technology Staff Development Plan accurately represents the needs of all the concerns for a timely, equitable, and comprehensive implementation of technology into Tapp Middle School. Finally, it was the consensus of the ITC that a quality plan and district support is critical in bringing technology into the classroom. Consequently, the proposed plan will ensure that Tapp's staff will have the awareness, knowledge, skills, and confidence necessary to utilize up to date technology efficiently and cost effectively. The following details the format, content, and cost beginning with an introduction level, intermediate level, advanced level, and specialized level:

- **Introduction Level:** This level is designed to introduce all Tapp personnel to the four-phase technology plan, and the technology currently in place at Tapp. This level is also designed to inform, motivate, and provide an awareness of system capabilities.
- **Intermediate Level:** This level provides specific instruction applicable to classroom instruction, instructional support, and enables staff to increase user skills.
- **Advanced Level:** This level provides a higher level of technology instruction and is intended to enable Tapp's staff to perfect their user skills.
- **Specialized Level:** This level will provide specific staff development on curricular and administrative software. At this level we encourage the **TRAIN** the **TRAINER** concept.

Successful leaders in business and industry have routinely taken full advantage of technology, as have many flagship school systems in establishing and maintaining their competitive edge. This plan was based on the best information available regarding today's technology in order to position Tapp for future technological development. Therefore, the staff development costs shown on the cost analysis sheet represents a the level of funding needed to implement Tapp's plan.

INSTRUCTIONAL TECHNOLOGY STAFF DEVELOPMENT IMPLEMENTATION PLAN

The implementation of the Instructional Technology Plan is projected to take place in four phases beginning Spring Quarter 1998. Additionally, the implementation design was developed to ensure equity at all levels. Rather than specify individual groups to be included in each phase, the Instructional Technology Committee opted to implement plan starting with instructional levels, instructional classified, administrative, and clerical. In this way all levels will be impacted by each phase. Each phase will be implemented during cluster meetings, after school, teacher work days, pre-planning, and post-planning. The projected cost to implement is as follows:

Phase I : Exposure

1. An overview of technology
2. Introduction to Computer Graphics

Phase I Cost: $1200

Phase II : Basic

1. Microsoft
   a. Windows 95
   b. Introduction to Word
   c. Introduction to Excel
   d. Introduction to Access
   e. Introduction to Power Point
   f. Introduction to Outlook
2. Lotus
   a. Introduction to Word Pro
   b. Introduction to Approach
   c. Introduction to Lotus 1-2-3
   d. Freelance Graphics
   e. Lotus Organizer

Phase II Cost: $4760

Phase III : Advanced Training

1. Microsoft
   a. Intermediate Word
   b. Advanced Word
   c. Intermediate 1-2-3
   d. Advanced 1-2-3
2. Lotus
   a. Intermediate Word Pro
   b. Advanced Word Pro
   c. Intermediate 1-2-3
   d. Advanced 1-2-3
3. Computer Graphics

Phase III Cost: $5355

Phase IV : Implementing Tech

1. Project selection and planning
2. Project implementation
3. Project evaluation and documentation

Phase IV Cost: $3200

TOTAL Staff Development Cost: $14515

COMPREHENSIVE INSTRUCTIONAL STAFF DEVELOPMENT PLAN

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SESSION I
Introduction to Windows 95

Objective: Participants will be able to develop basic instructional technology skills needed to improve classroom instruction and student achievement.

Topic	Time	Method	Personnel	Location
1. Introduction to personal computing ◆ Personal Computer Orientation ◆ Networking Concepts	60 min	Lecture/Q&A	Gamma Serv.	Tapp Lab
2. Windows 95 Environment ◆ Overview of Windows Screen ◆ Mouse application ◆ Using the Start Button ◆ Windows components and Mouse settings	60 min	Lecture/Demo	Gamma Serv.	Tapp Lab
3. The Desktop ◆ My Computer ◆ Network Neighborhood ◆ Shortcuts ◆ Using Help function ◆ Running a program	60 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
4. Running multiple programs ◆ Using the task bar ◆ Working with multiple windows	60 min	Lecture/Demo	Gamma Serv.	Tapp Lab
5. Cutting, Copying, and Pasting ◆ Paint basics ◆ Copying and moving data	30 min	Lecture/Demo	Gamma Serv.	Tapp Lab
6. Managing documents and Folders ◆ Windows Explorer ◆ File Manager ◆ Creating Folders ◆ Copying and moving text/data ◆ Sorting and filing documents	60 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab

(Session I Continued)

7. Additional document management techniques • Formatting a disk • Copying and moving groups of documents • Using the recycle Bin • Using Shut Down Command	60 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab

SESSION II
Introduction to Word 97

Objective: Participants will be able to develop the basic skills needed to utilize Word 97 in the classroom, improve classroom instruction, and raise student achievement.

Topic	Time	Method	Personnel	Location
1. Word basic • Introduction to Word • Methods of interring text • The File and Save As command • Opening and editing documents • Saving documents	45 min	Lecture/Demo	Gamma Serv.	Tapp Lab
2. Navigating in a document • Scrolling in a document • Searching in a document	30 min	Lecture/Demo	Gamma Serv.	Tapp Lab
3. Editing techniques • Using Auto Correct Feature • Text selecting techniques • Moving and copying text	45 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
4. Formatting character and paragraphs • Basic character formatting techniques • Advanced character formatting techniques • Working with indents, numbered lists, and bullet lists • Line breaks and spacing	75 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab

(Session II Continued)

5. Introduction to tabs and tables • Setting tabs • Creating tables • Enhancing tables	60 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
6. Controlling page appearance • Headers and footers • Margins, line spacing, and numbering • Page breaks	45 min	Lecture/Demo & project	Gamma Serv.	Tapp Lab
7. Tools and printing • Using proofing tools • Printing documents • Printing envelopes and labels	45 min	Lecture/Demo & Projects	Gamma Serv.	Tapp Lab

SESSION III
Intermediate Word 97

Objective: Participants will develop the skills needed to create tables, styles, templates, macros, merge documents, format text into multiple columns, and thereby improve classroom instruction, and raise student achievement.

Topic	Time	Method	Personnel	Location
1. Table configurations • Designing tables • Drawing tables • Performing calculations in tables • Creating charts • Importing worksheets and data	60 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
2. Introduction to styles • Style application • Creating styles • Redefining and deleting styles • Using styles to create outlines	90 min	Lecture/Demo & Projects	Gamma Serv.	Tapp Lab

(Session III Continued)

3. Introduction to template • Using templates • Using fax templates • Developing instructional templates	90 min	Lecture/Demo & Projects	Gamma Serv.	Tapp Lab
4. Methods of merging documents and data • Creating data • Completing master documents • Merging data with master documents • Managing mergers • Creating catalogs	75 min	Lecture/Demo & Projects	Gamma Serv.	Tapp lab
5 Introduction to macros • Creating and assigning macros • Editing and testing macros • Deleting macros	60 min.	Lecture/Demo & Projects	Gamma Serv.	Tapp Lab
6. Newspaper columns • Formatting text into newspaper columns • Using graphics • Sectioning and sorting	60 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab

SESSION IV
Advanced Word 97

Objective: Participants will developing the advanced skills needed to create advanced styles, templates and forms, create graphics, work with large documents, determine documents layout, share document outline in order to maximize classroom instruction and raise student achievement.

Topic	Time	Method	Personnel	Location
1. Advanced styles • Using auto format features • Linking styles • Managing styles	45 min	Lecture/Demo & Projects	Gamma Serv.	Tapp Lab

(Session IV Continued)

2. Creating templates and forms ◆ Examining templates ◆ Creating and enhancing templates ◆ Creating forms	90 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
3. Using graphics and their effects ◆ Drawing in a document ◆ Working with clip art and graphics ◆ Using Word art	45 min	Lecture/Demo & Projects	Gamma Serv.	Tapp Lab
4. Working with large documents ◆ Creating a master document ◆ Generating an index ◆ Preparing to print	45 min	Lecture/Demo & Projects	Gamma Serv.	Tapp Lab
5. Document Layout ◆ Using sections to control layout ◆ Formatting a document for binding ◆ Creating footnotes and end notes ◆ Using Bookmarks ◆ Creating cross-references	90 min	Lecture/Demo & Projects	Gamma Serv.	Tapp Lab
6. Sharing documents ◆ Routing documents ◆ Using highlight and comments ◆ Creating, comparing, and merging multiple versions of documents	90 min	Lecture/Demo & Projects	Gamma Serv.	Tapp Lab

COMPREHENSIVE INSTRUCTIONAL STAFF DEVELOPMENT PLAN

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SESSION V
Basic Excel 97

Objective: Participants will developing the basic skills needed to use Basic Excel 97. Using Basic Excel participants will be able to create basic worksheets, formulas, move/copy data, format worksheets, and spell check. When utilizing Basic Excel 97 participants will be able to improve classroom instruction and raise student achievement.

Topic	Time	Method	Personnel	Location
1. Introduction to Excel 97 • Spreadsheet format • Excel program operations • Workbook environment	30 min	Lecture/Demo	Gamma Serv.	Tapp Lab
2. Entering data and worksheet navigating • Entering and correction data • Saving a file • Using formulas • Opening a second file • Navigation and movement technique	30 min	Lecture/Demo	Gamma Serv.	Tapp Lab
3. Moving and copying data • Working with range • Working with functions • Editing cell content	60 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
4. Moving and copying data • Inserting rows and ranges • Moving data • Copying data • Absolute references • Using the Fill Series feature	60 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
5. Formatting a worksheet • Worksheet design • Number formats and text Alignment • Copying and pasting formats • Special and custom formatting	60 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab

(Session V Continued)

6. Printing a worksheet ◆ Spell check ◆ Print preview command ◆ Printing large worksheet ◆ Additional print options	60 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
7. Introduction to workbook environment ◆ Using multiple-sheet workbook ◆ Creating charts ◆ Outlining	60 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab

SESSION VI
Intermediate Excel 97

Objective: Participants will develop Intermediate Excel 97 skills needed to create charts, graphics, and use the list-management process.. When Excel 97 in the classroom participants will be able to improve instruction and raise student achievement.

Topic	Time	Method	Personnel	Location
1. Tools used the create charts ◆ Methods of Creating charts ◆ Create an embedded chart ◆ Comparing chart sheets and embedded charts	45 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
2. Modifying charts ◆ Chart characteristics ◆ Modifying embedded charts ◆ Adding and deleting chart items ◆ Moving and sizing chart items	45 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
3. Formatting chart ◆ Formatting charts and text ◆ Formatting numbers ◆ Printing chart sheets	45 min	Lecture/Demo	Gamma Serv.	Tapp Lab

(Session VI Continued)

4 Using graphic objects • Adding graphic objects • Formatting graphic objects • Using graphic objects to enhance worksheets and charts	45 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
5. Shorting data • Single level shorting • Multilevel shorting • Shorting options • Design considerations	120 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
6. Filtering data • Filtering a list • Custom criteria • Multiple condition criteria Managing a filter list	90 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab

SESSION VII
Advanced Excel 97

Objective: Participants will be able to develop advanced Excel 97 skills needed to customized classroom documents, and thereby improve classroom instruction and raise student performance.

Topic	Time	Method	Personnel	Location
1. Customizing the work area • Working with existing toolbars • Creating toolbars	30 min	Lecture/Demo	Gamma Serv.	Tapp Lab
2. Styles and templates • Creating and using styles • Creating and using styles	45 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab

(Session VII Continued)

3. Advanced formula construction • Nested Functions • The IF function • The VLOOKUP function • Error handling and auditing feature	90 min	Lecture/Demo & Projects	Gamma Serv.	Tapp Lab
4. Pivot tables • Creating pivot tables • Working with pivot tables • Viewing pivot tables at different levels	90 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
5. Multiple file linking • Working with workbooks • Linking individual cells • Workbook vs. links and workspaces	30 min	Lecture/Demo	Gamma Serv.	Tapp Lab
6. Consolidating data and using analysis tools • Consolidating worksheets • Using Goal Seeker and Solver utilities • Creating a scenario by using	45 min	Lecture/Demo	Gamma Serv.	Tapp Lab
7. Protect and display options • Using comments • Protecting the worksheet • Hiding Information • Custom views	30 min	Lecture/Demo	Gamma Serv.	Tapp Lab

SESSION VIII
Introduction to Access 97

Objective: Participants will develop Access 97 skills needed to create a database, design tables, query, develop forms and thereby improve classroom instruction and raise student achievement.

Topic	Time	Method	Personnel	Location
1. Overview of Access 97 • Introduction to database concepts and terminology • Introduction to Access 97 • Database planning and design	30 min	Lecture/Demo	Gamma Serv.	Tapp Lab
2. Creating tables • Examining a table • Creating a table with the table wizard • Creating a table in design view • Types of primary keys	45 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
3. Working with tables • Adding records • Modifying the table design • Finding and editing records • Deleting, adding, and copying records and values • Filtering and sorting records	60 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
4. Using select queries • Selecting fields and sorting • Refining the results of a query • Using queries to perform calculations • Joining tables in query	60 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab

(Session VIII Continued)

5. Creating and using forms • Creating a form • Modifying the form design • Using a form to locate and organize information • Multiple table forms	75 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
6. Creating and using reports • Creating a report • Creating a report that contains totals	75 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
7. Database maintenance • Using Windows Explorer • Compacting a database	30 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab

SESSION IX
Introduction to Power Point 97

Objective: Participants will develop Power Point 97 skills needed to create effective classroom presentations and thereby improve classroom instruction.

Topic	Time	Method	Personnel	Location
1. Introduction to Power Point • Starting Power Point and opening presentation • Power Point presentation screen	30 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
2. Developing presentations • Creating a title and bullet slide in slide view • Creating a slide in outline view Editing slides • Spelling	45 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab

(Session IX Continued)

3. Drawing tools ◆ Working with drawing tools ◆ Working with text and draw objects ◆ Enhancing objects	45 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
4. Clip art and Word art ◆ Using clip art ◆ Using word art	60 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
5. Organization charts and Microsoft Graph ◆ Creating an organization chart ◆ Organization chart options ◆ Introduction to Microsoft Graph ◆ Editing column charts	60 min	Lecture/Deme & Project	Gamma Serv.	Tapp Lab
6. Templates and the Slide Master ◆ Selecting and applying a template ◆ Changing text and bullets in the Slide Master ◆ Removing Slide Master objects and adding a footer	60 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
7. Slide shows, output, and presentation options ◆ Slide show options ◆ Adding transition and animation to a slide show ◆ Running a manual and automatic slide show ◆ Working with speaker notes ◆ Printing a presentation	60 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab

COMPREHENSIVE INSTRUCTIONAL STAFF DEVELOPMENT PLAN

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SESSION X
Advanced Power Point 97

Objective: Participants will develop Advanced Power Point 97 skills needed to create effective classroom presentations and thereby improve classroom instruction.

Topic	Time	Method	Personnel	Location
1. Working with templates • Working with presentations • Creating your own template • Working with fonts	45 min	Lecture/Demo	Gamma Serv.	Tapp Lab
2. Working with graphic objects • Working with clip art • Using Auto Correct and the Style Checker •	30 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
3. Importing and embedding objects • Creating a table • Enhancing the table • Editing the table • Importing and embedding charts	45 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
4. Advanced drawing techniques • Aligning and rotating flowchart objects • Enhancing flowchart objects	60 min	Lecture/Demo & Projects	Gamma Serv.	Tapp Lab
5. Additional Power Point features • Customizing Power Point toolbars • Other customization options • Working with the Internet and hyper links	90 min	Lecture/Demo & Projects	Gamma Serv.	Tapp Lab
6. Examining animation and multimedia • Working with animation • Multimedia	90 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
7. Working with meeting notes • Using the Meeting Minder • Sending slides to Word	60 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab

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COMPREHENSIVE INSTRUCTIONAL STAFF DEVELOPMENT PLAN

SESSION XI
Advanced Power Point 97

Objective: Participants will develop basic Outlook 97 skills needed to effectively coordinate mail, parent conferences, team events, speaker contacts, student tasks, and project notes.

Topic	Time	Method	Personnel	Location
1. Overview of Outlook 97 • Orientation to Outlook • Orientation to the Outlook Bar	30 min	LectureDemo	Gamma Serv.	Tapp Lab
2. Introduction to mail • Creating and sending messages • Acting on messages	60 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
3. Additional mail techniques • Using a personal distribution list • Recalling, printing, and moving messages	60 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
4. Working with appointments and events • Scheduling appointments • Assigning categories • Editing appointments • Inserting events	60 min	Lecture/Demo	Gamma Serv.	Tapp Lab
5. Working with contacts • Adding and editing contacts • Using additional contact features • Creating, editing, and deleting notes	60 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
6. Managing tasks • Creating tasks • Editing tasks • Assigning and tracking tasks	60 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab

COMPREHENSIVE INSTRUCTIONAL STAFF DEVELOPMENT PLAN

SESSION XII
Introduction to Word Pro 96

Objective: Participants will develop basic Word Pro 96 skills needed to effectively setup classroom presentations and student focused activities.

Topic	Time	Method	Personnel	Location
1. Word Pro 96 basics • Introduction to Word Pro 96 for Windows 95 • The basics of entering text • The File, Save As command	30 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
2. Opening and editing a document • The Open command • Editing a document; using the Smart Correct feature • Viewing and printing a document • Creating a new document	30 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
3. Navigating in Word Pro 96 • Scrolling in a document • Moving the insertion point in a document	35 min	Lecture, demo	Gamma Serv.	Tapp Lab
4. Using Word Pro 96 Help • Help basics • Additional Help features	30 min	Lecture/Demo	Gamma Serv.	Tapp Lab
5. Additional editing techniques • Techniques for selecting text • The Edit, Find & Replace Text command • Moving and copying text	45 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
6. Formatting paragraphs • Fonts and font sizes • Character and paragraph formatting • Paragraph borders • Working with indents, number lists, and bulleted lists	60 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab

(Session XII Continued)

7. Introduction to tabs and tables • Tabs • Tables	60 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
8. Controlling page appearance • Headers and footers • Margins and Page breaks	75 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
9. Proofing tools • Using the spelling checker • Using the thesaurus & grammar checker	45 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab

SESSION XIII
Intermediate Word Pro 96

Objective: Participants will develop intermediate Word Pro 96 skills needed to use team computing features and to manage long documents in order to improve classroom instruction.

Topic	Time	Method	Personnel	Location
1. Team computing and document control • The team computing concept • Setting document controls • Examining other editing options • Using the Team Review feature	60 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
2. Introduction to versions • Working with versions • Using the Team Consolidate feature • Comment notes • Highlighting text	60 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab

(Session XIII Continued)

3. Introduction to styles • Applying styles • Creating styles	75 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
4. Introduction to sections and divisions • Creating sections • Working with divisions	30 min	Lecture/Demo	Gamma Serv.	Tapp Lab
5. Introduction to master documents • Creating master documents • Examining divider tabs	30 min	Lecture/Demo	Gamma Serv.	Tapp Lab
6. Using footnotes and end notes • Creating footnotes and andantes • Editing footnotes and andantes	30 min	Lecture/Demo	Gamma Serv.	Tapp Lab
7. Constructing a table of contents • Creating a table of contents from selected text • Using the Table Of Contents Assistant	30 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
8. Indexing • Selecting text for an index • Creating an index	30 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
9. Outlining • Creating an outline sequence • Viewing an outline	45 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab

COMPREHENSIVE INSTRUCTIONAL STAFF DEVELOPMENT PLAN

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SESSION XIV
Advanced Word Pro 96

Objective: Participants will develop advance Word Pro 96 skills needed to use team computing features and to manage long documents in order to improve classroom instruction.

Topic	Time	Method	Personnel	Location
1. Customizing the Word Pro workplace ◆ Customizing the screen ◆ Customizing a SmartIcons bar ◆ Other customization options	30 min	Lecture/Demo	Gamma Serv.	Tapp Lab
2. Styles ◆ Applying styles ◆ Creating styles ◆ Editing styles ◆ Managing styles	60 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
3. Using Smart Masters ◆ Creating a document by using a SmartMaster ◆ Creating a SmartMaster ◆ Click-here blocks	60 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
4. Tables ◆ Modifying tables ◆ Numeric tables ◆ Table styles	45 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
5. Introduction to merging ◆ Creating a merge data file ◆ Creating a merge document ◆ Merging data with the main document ◆ Managing merges	60 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab

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(Session XIV Continued)

6. Using glossaries • Creating glossary entries • Modifying and deleting glossary entries	30 min	Lecture/Demo	Gamma Serv.	Tapp Lab
7. Newspaper columns • Formatting text into newspaper columns • Using graphics	30 min	Lecture/Demo	Gamma Serv.	Tapp Lab
8. Introduction to drawing and charting • Drawing • Charting	30 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
9. Mailing labels	45 min	Lecture/Ddemo	Gamma Serv.	Tapp Lab

SESSION XV
Introduction to Approach 97

Objective: Participants will develop Approach 97 skills needed to design and create a basic database management system in order to maintain classroom records.

Topic	Time	Method	Personnel	Location
1. Introduction to databases • Introduction to database concepts and terminology • An overview of Approach	30 min	Lecture/Demo	Gamma Serv.	Tapp Lab
2. Creating a database • Database-design concepts • Creating and saving a database structure • Adding records and observing the files	30 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
3. Modifying forms, worksheets, and databases • Adding a form to an Approach file • Renaming and adding fields • Creating calculated fields • Deleting fields	60 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab

(Session XV Continued)

4. Managing records in a database ◆ Finding records ◆ The Find Assistant ◆ Sorting, adding, and deleting records	30 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
5. Additional data-management techniques ◆ Using operators ◆ Using And and Or conditions	30 min	Lecture/Demo	Gamma Serv.	Tapp Lab
6. Creating and modifying reports ◆ Columnar reports ◆ Reports with groups ◆ Printing enhancements	60 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
7. Enhanced form design ◆ Data-verification techniques ◆ Display and tab-order enhancements	60 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
8. Introduction to managing multiple databases ◆ Database design principles ◆ Creating multiple database forms	90 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab

SESSION XVI
Introduction to Lotus 1-2-3

Objective: Participants will develop basic Lotus 1-2-3 skills needed to build, format, and print a basic worksheet system in order to maintain classroom records.

Topic	Time	Method	Personnel	Location
1. 1-2-3 basics ◆ Starting 1-2-3 ◆ The worksheet environment	30 min	Lecture/Demo	Gamma Serv.	Tapp Lab
2. Creating a basic worksheet ◆ Entering and correcting data ◆ Using formulas ◆ Opening a second file	60 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab

(Session XVI Continued)

3. Modifying a worksheet • Working with functions • Navigation and movement techniques • Editing cell contents	30 min	Lecture/Demo	Gamma Serv.	Tapp Lab
4. Using 1-2-3 Help • The Tutorial • Help basics	30 min	Lecture/Demo	Gamma Serv.	Tapp Lab
5. Moving and copying data • Inserting rows and ranges • Moving data • Copying data	45 min	Lecture/Demo	Gamma Serv.	Tapp Lab
6. Formatting techniques • Formatting cell contents • Number formats and aligning text • Copying styles	60 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
7. Printing a worksheet • Using Print Preview • Page Setup options • Print options	45 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
8. Additional 1-2-3 features • Absolute references • Checking spelling	45 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
9. Introduction to three-dimensional worksheets • Navigating in a three-dimensional worksheet file • Adding a new worksheet • Using Smart Masters	45 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab

COMPREHENSIVE INSTRUCTIONAL STAFF DEVELOPMENT PLAN

SESSION XVII
Intermediate Lotus 1-2-3

Objective: Participants will develop Lotus 1-2-3 skills needed to create charts from worksheet data and enhancing those charts. Participants will also be introduced to database concepts and learn how to work with a range of worksheet data as a database.

Topic	Time	Method	Personnel	Location
1. Introduction to charts ◆ Creating a basic chart ◆ Working with multiple charts	30 min	Lecture/Demo	Gamma Serv.	Tapp Lab
2. Formatting and enhancing charts ◆ Enhancing and formatting the title and legend information ◆ Managing axis information	75 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
3. Charting in 3D worksheets ◆ Creating a chart from a 3D worksheet	45 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
4. Using maps to chart data ◆ Creating a map ◆ Creating chart data	45 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
5. Sorting data ◆ One-key sorts ◆ Multiple-key sorts ◆ Working with ranges	30 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
6. Introduction to data management ◆ Database terminology and guidelines ◆ Defining the database table and the find criteria ◆ Text comparison criteria ◆ Numeric comparison criteria	90 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
7. Using query tables ◆ Working with query tables ◆ Using multiple criteria ◆ Database table and query table interaction ◆ Using computed criteria	75 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab

SESSION XVIII
Advanced Lotus 1-2-3

Objective: Participants will develop Lotus 1-2-3 skills needed to create decision making formulas, macros, versions, and custom SmartIcons

Topic	Time	Method	Personnel	Location
in order to maintain classroom records.				
1. Advanced worksheet management ◆ Viewing options ◆ Protecting a worksheet	30 min	Lecture/Demo	Gamma Serv.	Tapp Lab
2. Enhancing and printing a worksheet ◆ Filling and transposing ranges ◆ Enhancing a worksheet's appearance ◆ Advanced printing techniques	45 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
3. Advanced formula construction ◆ Range names ◆ The @ROUND function ◆ The @IF function ◆ The @VLOOKUP function	75 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
4. Multiple file linking ◆ Creating linked formulas ◆ Redirecting file links ◆ Multiple-sheet files vs. linked files	45 min	Lecture/Demo	Gamma Serv.	Tapp Lab
5. Analyzing information ◆ The @ISERR function ◆ Auditing the worksheet ◆ Using the Backsolver feature	60 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
6. Introduction to macros ◆ Macro preview ◆ Creating a macro	75 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
7. Exploring and organizing macros ◆ Exploring macro keywords & Project	60 min	Lecture/Demo	Gamma Serv.	Tapp Lab

- Documenting macros/Using macro library

SESSION XIX
Introduction to Freelance Graphics 97

Objective: Participants will develop multimedia skills needed to create classroom presentation sand a variety of student focused activities in order to enhance classroom records.

Topic	Time	Method	Personnel	Location
1. Introduction to Freelance Graphics • Starting Freelance Graphics; opening a presentation • Viewing a screen show • Orientation to the Current Page view • Page Sorter view and Outliner view	30 min	Lecture/Demo	Gamma Serv.	Tapp Lab
2. Creating multimedia presentation • Using Help • Printing	30 min	Lecture/Demo	Gamma Serv.	Tapp Lab
3. Bullet lists Lecture/demo/project • Creating and editing a bullet list • Using the spell-check feature	45 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
4. Organization and table charts • Creating an organization chart • Modifying an organization chart • Creating and modifying a table chart	60 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
5. Bar and pie charts • Creating and editing a bar chart • Creating and editing a pie chart	45 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
6. Overview of drawing • Using the Tools palette • Editing drawn objects	30 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab

(Session XIX Continued)

7. Enhancing a presentation • Changing the SmartMaster set • Adding movies • Making global changes • Screen show effects	60 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
8. Output and presentation options • Outliner view • Bullet build pages • Rehearsing your presentation • Advanced printing techniques	60 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab

SESSION XX
Specialized Computer Graphics

Objective: Participants will develop computer graphic skills needed to use bit maps, create vector graphic file formats, and explore basic graphic design techniques in order to develop classroom presentations.

Topic	Time	Method	Personnel	Location
1. Overview of computer graphic	30 min	Lecture/Demo	Gamma Serv.	Tapp Lab
2. Introduction to bit map graphics (paint) • What is bit map graphics • Advantages of bit map graphics • Introduction and capabilities of bit map packages • File formats	30 min	Lecture/Demo	Gamma Serv.	Tapp Lab
3. Introduction to vector graphics (draw packages) • What is vector graphics • Advantages of vector graphics • Introduction and capabilities of	30 min	Lecture/Demo	Gamma Serv.	Tapp Lab

vector packages
- file formats

(Session XX Continued)

4. Sources for graphics • clip art libraries • photo libraries • scanners, digital cameras, video cameras	30 min	Lecture/Demo	Gamma Serv.	Tapp Lab
5. Graphic design • Conceptualization • Brainstorming • Layout and design • Use of Color ▪ The effects of color • Color design • Typography ▪ The effects of fonts ▪ Proper sizing	270 min	Lecture/Demo & Project	Gamma Serv.	Tapp Lab
6. Introduction to sound	60 min	Demo/Project	Gamma Serv.	TBA
7. Introduction to animation	60 min	Demo/Project	Gamma Serv.	TBA
8. Curricular and administrative software and Websight	90 min	Demo/Project	TBA	
9. Train the Trainer	90 min	Demo/Project	TBA	

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EXIBIT A

Tapp Middle School
Staffing Plan
1997-98

TAPP MIDDLE SCHOOL

Faculty Staffing Roster

1997-98

8-A	8-B	8-C	8-D
Teacher 3138A1 - LA/RD	Teacher 3138B1 - LA/RD	Teacher 3138C1 - LA/RD	Teacher 3138D1 - LA/RD
Teacher 3138A2 - Math/RD	Teacher 3138B2 - Math/RD	Teacher 3138C2 - Math/RD	Teacher 3138D2 - Math/RD
Teacher 3138A3 - Sc/RD	Teacher 3138B3 - Sc/RD	Teacher 3138C3 - Sc/RD	Teacher 3138D3 - Sc/RD
Teacher 3138A4 - SS/RD	Teacher 3138B4 - SS/RD	Teacher 3138C4 - SS/RD	Teacher 3138D4 - SS/RD
7-A	**7-B**	**7-C**	**7-D**
Teacher 3137A1 - LA/RD	Teacher 3137B1 - LA/RD	Teacher 3137C1 - LA/RD	Teacher 3137D1 - LA/RD
Teacher 3137A2 - Math/RD	Teacher 3137B2 - Math/RD	Teacher 3137C2 - Math/RD	Teacher 3137D2 - Math/RD
Teacher 3137A3 - Sc/RD	Teacher 3137B3 - Sc/RD	Teacher 3137C3 - Sc/RD	Teacher 3137D3 - Sc/RD
Teacher 3137A4 - SS/RD	Teacher 3137B4 - SS/RD	Teacher 3137C4 - SS/RD	Teacher 3137D4 - SS/RD
6-A	**6-B**	**6-C**	**6-D**
Teacher 3136A - LA/RD	Teacher 3136B1 - LA/RD	Teacher 3136C1 - LA/RD	Teacher 3136D1 - LA/RD
Teacher 3136A - Math/RD	Teacher 3136B2 - Math/RD	Teacher 3136C2 - Math/RD	Teacher 3136D2 - Math/RD
Teacher 3136A - Sc/RD	Teacher 3136B3 - Sc/RD	Teacher 3136C3 - Sc/RD	Teacher 3136D3 - Sc/RD
Teacher 3136A - SS/RD	Teacher 3136B4 - SS/RD	Teacher 3136C4 - SS/RD	Teacher 3136D4 - SS/RD
PHYSICAL ED	**EXPLORATORY**	**BAND/ORCHESTRA**	**FOREIGN LANG**
Teacher 313 - Health	Teacher 313 - Art	Teacher 313BD1 - Band Dir.	Teacher 313FH - French
Teacher 313 - PE1	Teacher 313 - Business	Teacher 313ABD2 - Asst. Dir.	Teacher 313SP1 - Spanish1
Teacher 313 - PE2	Teacher 313 - Tech Lab/RD	Teacher 313 OD1 - Orchestra Dir.	Teacher 313SP2 - Spanish2
Teacher 313 - PE3	Teacher 313 - Speech/Drama		
Teacher 313 - PE4	Teacher 313 - FCS		
Teacher 313 - PE5	Teacher 313 - Music		
Teacher 313 - PE6			
			OVER>>>>>>>>>

SPECIAL ED	TARGET	ISS	SPEECH PATH.
Teacher 313LT Lead Teacer	Target Teacher 313T1	Teacher 313 ISS1	SP313-1 Speech Path.
Teacher 313IN Interr.	Target Teacher 313T2		
Teacher 313IN2 Interr.	Target Teacher 313T3		**MEDIA CENTER**
Teacher 313IN3 Interr.		**COUNSELOR**	
Teacher 313IN4 Interr.	**LSS**		MD313 -1 Media Spec.
Teacher 313IN5 Interr.		Teacher 313G1 - 6th	MDP313 -2 Parapro
Teacher 313IN6 Interr.	Teacher 313 LSS1	Teacher 313G2- 7th	
Teacher 313LD1 LD/SC		Teacher 313G3 - 8th	**PARAPRO**
Teacher 313LD2 LD/SC	**SOCIAL WORKER**		
Teacher 313LD3 LD/SC		**CAMPUS OFFICER**	Parapro 313 BD/SC1
Teacher 313BD1 ½ EBD/SC	Teacher 313SW1		Parapro 313 BD/SC2
Teacher 313BD2 EBD/SC		Campus Police Officer - CPO 313-1	Parapro 313 IN1- Instructional
Teacher 313BD3 EBD/SC			Parapro 313MID1
Teacher 313SP2 SID/PID		**FOOD SERVICE**	Parapro 313 SID/PID1
Teacher 313M2 MID/SC			Parapro 313 SID/PID2
		Food Service 313M - Manager	
ADMIN. TEAM	**OFFICE**	Food Service 313F/S1	
		Food Service 313F/S2	**CUSTODIAL**
Dr. J. Eric Tubbs - Principal	Secretary 313OF1	Food Service 313F/3S	
OF313LAP1 Lead Asst. Prin.	Pupil Personnel 313OF2	Food Service 313F/S4	Custodian 313H2 - Head II
OF313 AP2 Asst. Prin.	School Clerk 313OF3	Food Service 313F/S5	Custodian 313H1 - Head I
OF313 AA1 Admin. Asst.	Bookkeeper 313OF4	Food Service 313F/S6	Custodian 313C1
	Student Support 313OF5	Food Service 313F/S7	Custodian 313C2
	Technology Parapr 313OFTP-6	Food Service 313F/S8	Custodian 313C3
		Food Service 313F/S9	Custodian 313C4
		Food Service 313F/S10	Custodian 313C5
		Food Service 313F/S11	Custodian 313C6
		Food Service 313F/S12	Custodian 313C7 5 hrs.

EXIBIT B

Tapp Middle School
Building Leadership Team (BLT)
Bylaws
1997-98

Tapp MIDDLE SCHOOL

BUILDING LEADERSHIP TEAM (BLT)

BYLAWS

Mission

Create active collaboration with parents, staff, students, and community to ensure student success. Since each student brings a unique set of skills and experiences to school, we will create a learning environment that celebrates the diversity of our student's backgrounds and enlists every member in an active learning community. We emphasize self-respect, mutual respect, high academic expectations, foster confidence, excitement, and openness in a positive learning environment.

Purpose

The purpose of the Tapp Middle School Building Leadership Team (BLT) shall:

- Act as a decision making body to foster a positive learning climate that encourages the academic and social growth of all students through a policy of shared governance among the administrative team, staff, parents, and community.
- Review, discuss, adopt, and evaluate annually a plan that strives to enhance the academic and social growth of our students.
- Enlist the support of all staff, parents, community, and school district in accomplishing the plan.
- Participate in the selection of curriculum, materials, special programs, and other matters (including school safety) appropriate to the improvement of the education of students that is not prohibited by district policy.
- Act responsibly in every action, upholding the rights of everyone, holding all meetings as required, and insulate the principal against violations of district policy.
- Actively seek funding for the school.

Membership

In keeping with the spirit of cooperation and respect for all members of the school community, the BLT shall be composed of equal numbers of school personnel and community members. The following elected members shall constitute the Tapp Middle School BLT.

# of Representatives	Areas Represented
1-2	Principal and one Administrative Alternate
1-2	Classified Staff
12	Certified Staff (a cross-section of grade level: Two from each grade level, and one from PE, Exploratory, Special Ed, etc.)
1-2	PTSA parent
1-3	Business partners or business community

Selection

Each constituency shall be entitled to use the election process to select its representative(s) and may announce alternate. All elections shall be conducted under the auspices of the BLT. The

Procedures
An agenda shall be prepared by the BLT facilitator in consultation with the membership and the principal. The agenda shall be delivered to all members of the BLT three days before the meeting. Items requiring action are listed at the top of the agenda. The facilitator and principal shall decide the exact order of the agenda including any additions or deletions at the first order of business. A place shall be reserved on every agenda to allow any member of the Tapp Middle School community to address the BLT.

Committees
The BLT may establish committees to accomplish specific tasks. Each committee shall have at least one member from the BLT; participation is open to two members of the Tapp Middle School Community. A **BLT representative must chair each committee** and submit minutes or reports when appropriate. The following committees shall be established:

- Curriculum and Instruction
- Staff Support
- Student Support
- Safety and Security
- School Community Relations
- Planning
- Facility and Grounds
- Instructional Technology

Decision Making
BLT members shall represent the ideas, concerns, and problems of students, parents, staff, community, and administration of the school. Members shall state their views on all topics under discussion to help the BLT arrive at a decision. Consensus or two thirds vote means that all or a majority of BLT members are in substantial agreement with the proposal(s). Members must agree that they will not work against any decision made by consensus, or two thirds vote, and will support the decision. If a consensus can not be reached, then two thirds of the BLT membership must vote in order to achieve a binding decision. It must be noted that the **principal reserves the right to veto** all decisions that violate board policy, procedures, are considered immoral, illegal, or decisions which may be detrimental to the learning and teaching environment.

Record Keeping
The secretary shall be charged with keeping action minutes of all meetings and correspondence. The action records recorded during the meetings shall be read for verification at the very beginning of the next meeting. The secretary shall provide a copy of the minutes for each BLT member to approve and correct at ensuing meetings, and post approved minutes on the faculty bulletin board. The minutes notebook shall be maintained in a secure place in the school office.

Amendments
A proposed amendment to these bylaws may be presented to the BLT in writing at a regularly scheduled meeting when at least two thirds of the members are present. Adoption of the an amendment requires two thirds vote if a consensus can not be reached before the amendment takes effect.

BLT approves the ballot, directs distributions to constituents, and supervises the counting of returns.

Members Term Of Office

The first members of the Tapp Middle School BLT shall hold office for one or two year terms within each membership category. A lottery shall be held to decide each member's length of service. As terms expire and new members are elected from the designated constituent groups, out going members must be elected based on the staggered two year term process. No one may serve more than two consecutive terms except the principal and the alternate administrator. The BLT facilitator shall contact any member who is absent for more than three consecutive meetings or more than four meetings in a school year to discuss the member's continuing interest in the BLT. More than six absences from regular BLT meetings during the school year shall result in automatic termination of BLT membership.

Officers

Officers shall consist of a BLT facilitator, assistant facilitator, and secretary. Upon the consensus of the BLT, additional offices may be created and appointed. Any BLT member may hold an office. The principal or alternate administrator, however, shall not hold an office. Each officer shall serve a term beginning November 7 and ending on November 6 the following year. At the first regular meeting after September 6, candidates for each office shall be nominated and elected by voice vote of the BLT. An officer may be elected to consecutive terms in the same office. The replacement of an officer who is no longer a member of the BLT or who resigns office, shall be decided by an election of the majority of the members during the BLT's next regular meeting The BLT facilitator shall preside at all BLT meetings. The assistant facilitator shall preside in the BLT's facilitator's absence. The BLT secretary shall keep minutes of every meeting and maintain all records of the BLT.

Meetings

Meetings shall be held at least once a month during the regular school year as scheduled by the BLT. Meetings during the summer months shall be held as needed and decided by the BLT facilitator. Notice of summer meetings shall be mailed to all BLT members at least one week before the meeting. The regular meetings shall be held in compliance with the state's open meetings law. A annual schedule of meetings shall be printed and posted on the school bulletin board, sent home to parents, and distributed to all identified and established community groups, and mailed to anyone who provides a stamped, self-addressed envelope. Emergency meetings may be called with the provision of (1) 24 hours notice posted on the school door, (2) communication to all elected BLT members, and (3) notice sent home with students. Emergency meetings procedures should be in compliance with Georgia's open meetings law.

Quorum

To conduct business binding Tapp Middle School to the decisions of the BLT, a quorum consisting of a majority of the membership representing at least five of the constituent groups must be present at a legally convened meeting. The representation of the groups ensures fair and equal contributions of both staff and community.

Self Evaluation
In April of each year theTapp Middle School BLT shall appoint a committee of BLT members and interested school community members to evaluate the performance of the BLT. The results of the evaluation shall determine areas for improvement and goals for the BLT during the coming year.

Compliance
Tapp Middle School shall recognize and observe all laws, regulations, district policies, and other state and federal requirements. These bylaws are hereby agreed to and approved by the following authorized members who are in good standing:

Dr. J. Eric Tubbs, Principal	Glenda Wills, Facilitator

(BLT Revised November 1997)

EXIBIT C

Tapp Middle School
Survey Instrumnet
1997-98

INSTRUCTIONAL TECHNOLOGY SURVEY

Date: _____

Dear Staff:

Before we can develop a meaningful instructional technology staff development plan, we must first determine your training needs. Therefore, this survey is designed to identify position levels, years of work experience, and staff's basic knowledge of computer hardware and software applications. For these reasons, would you please indicate your position level in the space provided in **Section I**; and complete **Sections II** by checking the spaces which best indicate the degree of experience you have with each computer hardware and software applications. No signature is necessary because individual respondents will not be disclosed.

Section I:

Position Level:

( ) Administrator ( ) Teacher
( ) Classified

Work Experience:

( ) 1-5 yrs.	( ) 16-20 yrs.
( ) 6-10 yrs	( ) 21-25 yrs.
( ) 11-15 yrs.	( ) 26-30 yrs.
( ) 31-35 yrs.	( ) 36-40 yrs.

Section II

Respond by checking the box that best describes your experience with the applications listed below:

N	S	M	N = No Experience S = Some Experience M = Much Experience
( )	( )	( )	1. Can you **"TURN ON"** and **"SHUT DOWN"** a computer with ease?
( )	( )	( )	2. Can you use a **"MOUSE"** and **"KEY BOARD"** with ease?
( )	( )	( )	3. Are you familiar with **WINDOWS '95**?
( )	( )	( )	4. Are you familiar with desktop utilities that are standard in **WINDOWS '95? Examples, can you:** Open up a program; Create shortcuts to programs; Run windows explorer for file manager; and Change to DOS mode.
( )	( )	( )	5. Rate your experience with windows based software. **Examples, can you:** Save your work to A:\drive; Open/close file; Use power buttons/icons; or Use graphics?
( )	( )	( )	6. Rate your experience with **DOS** based software programs. **Examples, can you:** Save your work to A:\drive; Open/close file; Create new file; Use function keys or keyboard maneuvers?
( )	( )	( )	7. Do you have any personal/professional experience with the **Internet**?
( )	( )	( )	8. Do you know the difference between a **Stand Alone Computer** environment and a **Networked** environment?
( )	( )	( )	9. Are you familiar with the term **Multitasking**?
( )	( )	( )	10. If you have experience in **Windows 3.1** or **Windows '95**, are you familiar with any office software packages such as **MS Office, MS Works, Corel Office, Perfect Works**, or **Lotus Smartsuite '96**?
( )	( )	( )	11. Do you understand the concept behind the **Scan-Converter** (An accessory to **IBM** computer)?

Developed by: Dr. J. Eric Tubbs

EXIBIT D

Tapp Middle School
Survey Results (SPSS-X)
1997-98

Count	Questions	Mean	1 2 3	No Experience	Some Experience	Much Experience
92	Can you turn on and shut down a computer with ease?	2.76		2.2%	19.6%	78.3%
92	can you use a "mouse" and "key board" with ease?	2.71		5.4%	18.5%	76.1%
92	Are you familiar with windows 95?	2.14		17.4%	51.1%	31.5%
92	Are you familiar with desktop utilities that are standard in windows 95?	1.84		33.7%	48.9%	17.4%
92	Rate your experience with windows based software.	2.21		16.3%	46.7%	37.0%
92	Rate your experience with DOS based software programs.	2.05		25.0%	44.6%	30.4%
92	Do you have any personal/professional experience with the Internet?	1.79		40.2%	40.2%	19.6%
92	Do you know the difference between a "stand alone" computer environment and a "networked" environment?	1.96		28.3%	47.8%	23.9%
92	Are you familiar with the term "multitasking"?	1.41		67.4%	23.9%	8.7%
92	If you have experience in Windows 3.1 or Windows 95, are you familiar with any office software packages such as MS Office, MS Works, Correl Office, Perfect Works, or Lotus Smartsuite 96?	1.92		30.4%	46.7%	22.8%
91	Do you understand the concept behind the Scan-Converter (an IBM accessory)?	1.48		65.9%	19.8%	14.3%

59

Frequency Total Percent		Can you turn on and shut down a computer with ease?				can you use a "mouse" and "key board" with ease?				Are you familiar with windows 95?			
		No Experie	Some Experie	Much Experie	Comb.	No Experie	Some Experie	Much Experie	Comb.	No Experie	Some Experie	Much Experie	Comb.
Experience:	1-5 years		6 6.5	29 31.5	35 38.0	1 1.1	3 3.3	31 33.7	35 38.0	5 5.4	17 18.5	13 14.1	35 38.0
	6-10 years		2 2.2	9 9.8	11 12.0		1 1.1	10 10.9	11 12.0	2 2.2	3 3.3	6 6.5	11 12.0
	11-15 years		3 3.3	13 14.1	16 17.4	1 1.1	4 4.3	11 12.0	16 17.4	3 3.3	10 10.9	3 3.3	16 17.4
	16-20 years	1 1.1	1 1.1	8 8.7	10 10.9	1 1.1	2 2.2	7 7.6	10 10.9	1 1.1	6 6.5	3 3.3	10 10.9
	21-25 years	1 1.1	2 2.2	8 8.7	11 12.0	1 1.1	4 4.3	6 6.5	11 12.0	3 3.3	6 6.5	2 2.2	11 12.0
	26-30 years		2 2.2	4 4.3	6 6.5		2 2.2	4 4.3	6 6.5		4 4.3	2 2.2	6 6.5
	31-35 years			1 1.1	1 1.1			1 1.1	1 1.1		1 1.1		1 1.1
	36-40 years		2 2.2		2 2.2	1 1.1	1 1.1		2 2.2	2 2.2			2 2.2
	Frequency	2	18	72	92	5	17	70	92	16	47	29	92
	Percent	2.2	19.6	78.3	100.0	5.4	18.5	76.1	100.0	17.4	51.1	31.5	100.0
	Mean	4.50	3.39	2.63	2.82	4.20	3.82	2.47	2.82	3.31	2.94	2.34	2.82
	Std. Dev.	0.71	2.43	1.71	1.88	2.59	1.98	1.69	1.88	2.36	1.82	1.63	1.88
	Chi-Square	16.678				19.568				18.450			
	95% Conf.	2.43 to 3.20				2.43 to 3.20				2.43 to 3.20			
	0.05 Sig.	No (16.678 < 26.119)				No (19.568 < 26.119)				No (18.450 < 26.119)			

Frequency Total Percent		Are you familiar with desktop utilities that are standard in				Rate your experience with windows based software.				Rate your experience with DOS based software programs.			
		No Experie	Some Experie	Much Experie	Comb.	No Experie	Some Experie	Much Experie	Comb.	No Experie	Some Experie	Much Experie	Comb.
Experience:	1-5 years	11 12.0	19 20.7	5 5.4	35 38.0	3 3.3	14 15.2	18 19.6	35 38.0	6 6.5	17 18.5	12 13.0	35 38.0
	6-10 years	3 3.3	3 3.3	5 5.4	11 12.0	1 1.1	6 6.5	4 4.3	11 12.0	3 3.3	3 3.3	5 5.4	11 12.0
	11-15 years	7 7.6	6 6.5	3 3.3	16 17.4	3 3.3	9 9.8	4 4.3	16 17.4	5 5.4	8 8.7	3 3.3	16 17.4
	16-20 years	1 1.1	7 7.6	2 2.2	10 10.9	2 2.2	6 6.5	2 2.2	10 10.9	2 2.2	5 5.4	3 3.3	10 10.9
	21-25 years	5 5.4	5 5.4	1 1.1	11 12.0	3 3.3	5 5.4	3 3.3	11 12.0	5 5.4	3 3.3	3 3.3	11 12.0
	26-30 years	1 1.1	5 5.4		6 6.5	1 1.1	2 2.2	3 3.3	6 6.5	1 1.1	3 3.3	2 2.2	6 6.5
	31-35 years	1 1.1			1 1.1		1 1.1		1 1.1		1 1.1		1 1.1
	36-40 years	2 2.2			2 2.2	2 2.2			2 2.2	1 1.1	1 1.1		2 2.2
	Frequency Percent Mean Std. Dev.	31 33.7 3.10 2.18	45 48.9 2.80 1.84	16 17.4 2.31 1.25	92 100.0 2.82 1.88	15 16.3 3.93 2.28	43 46.7 2.81 1.69	34 37.0 2.32 1.75	92 100.0 2.82 1.88	23 25.0 3.22 1.93	41 44.6 2.80 1.96	28 30.4 2.50 1.71	92 100.0 2.82 1.88
	Chi-Square 95% Conf. 0.05 Sig.	19.991 2.43 to 3.20 No (19.991 < 26.119)				19.336 2.43 to 3.20 No (19.336 < 26.119)				9.182 2.43 to 3.20 No (9.182 < 26.119)			

Frequency Total Percent		Do you have any personal/professional				Do you know the difference between a "stand alone"				Are you familiar with the term "multitasking"?			
		No Experie	Some Experie	Much Experie	Comb.	No Experie	Some Experie	Much Experie	Comb.	No Experie	Some Experie	Much Experie	Comb.
Experience:	1-5 years	12 13.0	15 16.3	8 8.7	35 38.0	13 14.1	16 17.4	6 6.5	35 38.0	23 25.0	9 9.8	3 3.3	35 38.0
	6-10 years	2 2.2	5 5.4	4 4.3	11 12.0	2 2.2	2 2.2	7 7.6	11 12.0	5 5.4	4 4.3	2 2.2	11 12.0
	11-15 years	6 6.5	7 7.6	3 3.3	16 17.4	3 3.3	9 9.8	4 4.3	16 17.4	12 13.0	2 2.2	2 2.2	16 17.4
	16-20 years	6 6.5	2 2.2	2 2.2	10 10.9	1 1.1	6 6.5	3 3.3	10 10.9	6 6.5	3 3.3	1 1.1	10 10.9
	21-25 years	6 6.5	4 4.3	1 1.1	11 12.0	3 3.3	7 7.6	1 1.1	11 12.0	9 9.8	2 2.2		11 12.0
	26-30 years	2 2.2	4 4.3		6 6.5	2 2.2	3 3.3	1 1.1	6 6.5	4 4.3	2 2.2		6 6.5
	31-35 years	1 1.1			1 1.1		1 1.1		1 1.1	1 1.1			1 1.1
	36-40 years	2 2.2			2 2.2	2 2.2			2 2.2	2 2.2			2 2.2
	Frequency	37	37	18	92	26	44	22	92	62	22	8	92
	Percent	40.2	40.2	19.6	100.0	28.3	47.8	23.9	100.0	67.4	23.9	8.7	100.0
	Mean	3.32	2.65	2.11	2.82	2.81	2.98	2.50	2.82	2.98	2.59	2.13	2.82
	Std. Dev.	2.11	1.78	1.28	1.88	2.32	1.82	1.41	1.88	1.99	1.76	1.13	1.88
	Chi-Square	13.592				21.707				7.874			
	95% Conf.	2.43 to 3.20				2.43 to 3.20				2.43 to 3.20			
	0.05 Sig.	No (13.592 < 26.119)				No (21.707 < 26.119)				No (7.874 < 26.119)			

Frequency Total Percent		If you have experience in Windows 3.1 or Windows 95,				Do you understand the concept behind the Scan-Converter (an			
		No Experie	Some Experie	Much Experie	Comb.	No Experie	Some Experie	Much Experie	Comb.
Experience:	1-5 years	8 8.7	19 20.7	8 8.7	35 38.0	19 20.9	10 11.0	6 6.6	35 38.5
	6-10 years	3 3.3	5 5.4	3 3.3	11 12.0	5 5.5	4 4.4	1 1.1	10 11.0
	11-15 years	6 6.5	8 8.7	2 2.2	16 17.4	11 12.1	3 3.3	2 2.2	16 17.6
	16-20 years	2 2.2	6 6.5	2 2.2	10 10.9	7 7.7	1 1.1	2 2.2	10 11.0
	21-25 years	4 4.3	4 4.3	3 3.3	11 12.0	10 11.0		1 1.1	11 12.1
	26-30 years	2 2.2	1 1.1	3 3.3	6 6.5	5 5.5		1 1.1	6 6.6
	31-35 years	1 1.1			1 1.1	1 1.1			1 1.1
	36-40 years	2 2.2			2 2.2	2 2.2			2 2.2
	Frequency Percent Mean Std. Dev.	28 30.4 3.39 2.22	43 46.7 2.40 1.51	21 22.8 2.90 1.95	92 100.0 2.82 1.88	60 65.9 3.22 2.00	18 19.8 1.72 0.96	13 14.3 2.54 1.76	91 100.0 2.82 1.89
	Chi-Square 95% Conf. 0.05 Sig.	13.489 2.43 to 3.20 No (13.489 < 26.119)				12.129 2.44 to 3.21 No (12.129 < 26.119)			

Can you turn on and shut down a computer with ease? (n = 92)		
Responses	Freq.	Percent
No Experience	2	2.2
Some Experience	18	19.6
Much Experience	72	78.3
No Response	0	0.0
Mean 2.76	95% Conf. 2.66 to 2.86	
Std. Dev. 0.4774		

can you use a "mouse" and "key board" with ease? (n = 92)		
Responses	Freq.	Percent
No Experience	5	5.4
Some Experience	17	18.5
Much Experience	70	76.1
No Response	0	0.0
Mean 2.71	95% Conf. 2.59 to 2.83	
Std. Dev. 0.5653		

Are you familiar with windows 95? (n = 92)		
Responses	Freq.	Percent
No Experience	16	17.4
Some Experience	47	51.1
Much Experience	29	31.5
No Response	0	0.0
Mean 2.14	95% Conf. 2.00 to 2.28	

Are you familiar with desktop utilities that are standard in windows 95? (n = 92)		
Responses	Freq.	Percent
No Experience	31	33.7
Some Experience	45	48.9
Much Experience	16	17.4
No Response	0	0.0
Mean 1.84	95% Conf. 1.70 to 1.98	
Std. Dev. 0.6997		

Rate your experience with windows based software. (n = 92)		
Responses	Freq.	Percent
No Experience	15	16.3
Some Experience	43	46.7
Much Experience	34	37.0
No Response	0	0.0
Mean 2.21	95% Conf. 2.07 to 2.35	
Std. Dev. 0.7038		

Rate your experience with DOS based software programs. (n = 92)		
Responses	Freq.	Percent
No Experience	23	25.0
Some Experience	41	44.6
Much Experience	28	30.4
No Response	0	0.0
Mean 2.05	95% Conf. 1.90 to 2.20	
Std. Dev. 0.7466		

Do you have any personal/professional experience with the Internet? (n = 92)		
Responses	Freq.	Percent
No Experience	37	40.2
Some Experience	37	40.2
Much Experience	18	19.6
No Response	0	0.0
Mean 1.79	95% Conf. 1.64 to 1.94	
Std. Dev. 0.7492		

Do you know the difference between a "stand alone" computer environment and a "networked" environment? (n = 92)		
Responses	Freq.	Percent
No Experience	26	28.3
Some Experience	44	47.8
Much Experience	22	23.9
No Response	0	0.0
Mean 1.96	95% Conf. 1.81 to 2.11	
Std. Dev. 0.7250		

Are you familiar with the term "multitasking"? (n = 92)		
Responses	Freq.	Percent
No Experience	62	67.4
Some Experience	22	23.9
Much Experience	8	8.7
No Response	0	0.0
Mean 1.41	95% Conf. 1.28 to 1.54	
Std. Dev. 0.6488		

If you have experience in Windows 3.1 or Windows 95, are you familiar with any office software packages such as MS Office, MS Works, Correl Office, Perfect Works, or Lotus Smartsuite
(n = 92)

Responses	Freq.	Percent
No Experience	28	30.4
Some Experience	43	46.7
Much Experience	21	22.8
No Response	0	0.0
Mean 1.92	95% Conf. 1.77 to 2.07	
Std. Dev. 0.7298		

Do you understand the concept behind the Scan-Converter (an IBM accessory)?
(n = 92)

Responses	Freq.	Percent
No Experience	60	65.2
Some Experience	18	19.6
Much Experience	13	14.1
No Response	1	1.1
Mean 1.48	95% Conf. 1.33 to 1.63	
Std. Dev. 0.7358		

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