

ELEMENTARY COMPUTER SURVEY

OCTOBER 2009

**CONDUCTED BY
THE CONNETQUOT TEACHERS ASSOCIATION
711-3 KOEHLER AVENUE • RONKONKOMA, NY 11747 • TEL: 631-676-3061**

Summary of Survey Results

The *Elementary Computer Survey* was developed to collect information regarding the elementary school teachers' perceptions about the state of the computer software and hardware and the impact it has on the teachers' ability to educate their students. In addition, the survey assessed the impact of the elimination of the elementary computer teacher positions on the educational process and teachers' workday. The goal of the survey was for the Association to understand the computer problems in detail for presentation to the District.

A total of 149 teachers responded to the survey. It is estimated that there are approximately 340 members in the elementary grades and therefore the response rate was approximately 44%. This is well above the median response rate of 26.45% found for on-line surveys (Ipathia, Inc., 2009), indicating a good representation of the perceptions of elementary school teachers.

The teachers' responses to the eight force choice questions that used either a scale that ranged from 1 (strongly disagree) to 5 (strongly agree) or a yes/no format are presented in tables one through eight. In each of these tables, the question is presented first and then the number and percentage of teachers' responses falling in each of the answer categories are presented.

A review of these tables reveals that approximately 93% of teachers surveyed believed that the elimination of the elementary computer teacher position has had a negative impact on the delivery of the computer curriculum, while approximately 75% believed that the elimination of these same teachers resulted in a change to their workday.

The results for the items that addressed the status of the computer hardware and software, which are presented in tables three and four, revealed that approximately 68% of the teachers disagreed with the statement that the computers in their classroom are operating well. Approximately 78% of teachers disagreed with the statement that the software on their classroom computers is adequate in meeting the educational needs of their students.

The fifth and sixth questions, which results are presented in tables five and six, inquired whether teachers received notification that the information on their computers was going to be erased during the summer months and if they lost materials due to this erasure. The results indicated that approximately 42% of teachers did not receive a memo indicating that the information on their computers would be erased. Of these teachers, approximately 64% lost information.

Table seven contains the results for teachers' responses regarding the adequacy of the Ambassador Program in replacing the computer teacher positions. An inspection of this table reveals that approximately 87% of teachers do not believe that the Ambassador Program adequately compensated for the loss of these positions. Table eight contains the teachers' responses regarding the impact of the loss of the elementary computer teacher on instructional time. Approximately 60% of the teachers agreed that the loss of the computer teacher position has impacted their instructional time in other areas.

Teacher Comments

Teachers were afforded the opportunity to provide comments after they responded to each of the eight questions. Also, at the end of the survey they were asked an open-ended question regarding the impact of the loss of the elementary computer teacher position. This resulted in 33 pages of teacher comments.

In order to provide the reader with a more succinct understanding of the teachers' thought and beliefs regarding the loss of the computer teaching position and the status of the computer hardware and software in the district, only the teachers' comments to the open-ended question were provided. Teachers' responses to this question appeared to fairly represent their comments on the other eight questions.

A review of these comments reveals that a large majority of the teachers believed that the loss of the computer teacher positions has had a significant impact on the students, the integration of technology in the classroom and on their workday. Many comments were made regarding teachers feeling ill-prepared to be totally responsible for the integration of technology and curriculum and that this endeavor was further hampered by the many changes that were made during the same time period. Teachers indicated that there were many problems with the computer hardware and software that directly impacted their ability to develop and implement lessons. Many teachers also indicated that the District apparently did not implement these changes with proper planning and forethought.

TABLES

Table 1. The elimination of the computer teacher position has had a negative impact on the delivery of the computer curriculum.

	Number of Response(s)	Percent
Strongly Disagree	5	3.36%
Disagree	1	0.67%
Neutral - Neither Agree or Disagree	5	3.36%
Agree	21	14.09%
Strongly Agree	118	79.19%
Total	149	100.00%

Table 2. The elimination of the computer teacher position has changed my workday.

	Number of Response(s)	Percent
Strongly Disagree	4	2.68%
Disagree	4	2.68%
Neutral - Neither Agree of Disagree	28	18.79%
Agree	51	34.23%
Strongly Agree	60	40.27%
Total	149	100%

Table 3. The computers in my classroom are operating well.

	Number of Response(s)	Response Ratio
Strongly Disagree	52	34.90%
Disagree	49	32.89%
Neutral - Neither Agree or Disagree	24	16.11%
Agree	22	14.77%
Strongly Agree	2	1.34%
Total	149	100%

Table 4. The software on my classroom computers is adequate in meeting the educational needs of my students.

	Number of Response(s)	Percent
Strongly Disagree	76	51.01%
Disagree	40	26.85%
Neutral - Neither Agree or Disagree	17	11.41%
Agree	7	4.70%
Strongly Agree	9	6.04%
Total	149	100%

Table 5. Did you receive a memo from the District last June telling you that all information from your classroom computers would be deleted during the summer and that you should copy any needed information?

	Number of Response(s)	Percent
Yes	80	53.69%
No	63	42.28%
Total	149	100%

Table 6. If you answered NO to question 5, did you lose any needed information because it was deleted?

	Number of Response(s)	Response Ratio
Yes	45	64.28%
No	25	35.62%
No Response	70	

Table 7. The Ambassador Program has adequately compensated for the elimination of the computer teaching position.

	Number of Response(s)	Response Ratio
Strongly Disagree	95	63.76%
Disagree	35	23.49%
Neutral - Neither Agree or Disagree	16	10.74%
Agree	2	1.34%
Strongly Agree	1	0.67%
Total	149	100%

Table 8. The elimination of the computer teacher position has impacted the amount of instructional time spent in other areas.

	Number of Response(s)	Percent
Strongly Disagree	4	2.68%
Disagree	7	4.70%
Neutral - Neither Agree or Disagree	48	32.21%
Agree	50	33.56%
Strongly Agree	40	26.85%
Total	149	100%

TEACHER COMMENTS TO THE OPEN-ENDED QUESTION

Please provide the Association with any information that you believe is relevant to the elimination of the computer teaching position.

- I worked closely with my computer teacher last year. I would keep her informed of the curriculum I was currently teaching and together we planned activities that supported that curriculum. We planned a buoyancy lab together - I collected the needed items and brought them to the computer room. She had a program set up on the Smart Board. It was a nice culminating activity for the students. This is only one example of MANY lessons that we planned together.
- We discuss how it is necessary to "prepare our children and students for the 21st century", specifically with technological skills... how is Connetquot even coming close to this with non-working computers in the classroom, ones that DO work need to be "restarted" twice before actually working properly because of this "deep freeze" and NO computer teachers??? Absurd. If I was a parent in the district, I'd be furious.
- I am unsure of what the role of the person in the computer room is. I am not sure she knows herself (which is not her fault). There are no programs on the computers in the school, so I have to go on the Internet with my primary students each time and can not do any projects. Also, all software program were erased from the classroom computers, which I use for centers with my students.
- 1) I attended a PTA meeting. A parent was told fifth grade C-Quest students would be trained to act as ass't techs. She was told this service would be provided during their "free time." She wanted to know when they had free time. My response to her....they don't. 2) A district representative told parents at a PTA meeting last year that teachers would be given a technology curriculum....we have not received any curriculum guide. 3) Our principal told parents that teachers are following lessons that computer teachers used in previous years. This is untrue. We no longer have access to many of the programs they used and we as classroom teachers did not plan those lessons or keep records in our plan books. I actually told this to my principal, but she chose to report it to parents anyway. Parents are being misled. 4) The computer aides had only received six hours of training before beginning their jobs.
- The elimination of the position alone was a poor move - especially considering the minimal money saved by doing so. BUT, the combination of this move and simultaneously installing a totally new network DISTRICTWIDE was a disaster and totally backward. Whose genius move was it to make the decision to do ALL the schools at once? Anybody with a brain knows to do something of this magnitude in phases, therefore eliminating the MILLIONS of problems encountered at EVERY SCHOOL. Sorry if I sound bitter, it's a shame what's happened to my district.
- The students are missing out on the expertise of a qualified computer teacher. In addition, I am using time that I would normally spend planning lessons for all of the other curriculum areas that I am responsible to teach.
- We are not trained computer teachers. We are wasting our "lesson planning time" trying to create a computer lesson. Our time is wasted looking for appropriate websites/games for the students to be engaged.
- It takes my class 15 minutes of computer time to log in each week. There are no programs, other than Microsoft, which is irrelevant to an 8 year old. I have tried, for many hours, looking for appropriate websites for my class, none of which teach computer skills. The people they hired for the computer room are not computer experts, by any means, no fault of theirs. It is a disaster. We are not trained to teach computers, and we certainly have not been given the tools to do so.
- An aid cannot teach technology. An elementary teacher cannot teach technology. A qualified computer teacher has the experience, background and degree to teach technology. A qualified computer teacher is

schooled on the latest technology and is able to deliver it to the students in a manner that integrates curriculum and technology. It is unfortunate that the students of Connetquot will fall short of basic technology skills that will be needed for their future. An elementary school teacher will not know how to import videos and sound into a PowerPoint presentation. An elementary school teacher will not know how to use Skype or create quick time videos using a web-cam. An elementary school teacher will devote their time to teaching the curriculum of their grade level. They will learn the standards and teach to the best of their ability. They will not teach students how to save to a network drive or burn to a CD. They will not teach technology.

- 1) Hundreds of thousands of dollars worth of valuable software products purchased by the individual schools are not being used. 2) Other than the Internet, grades K-1 have nothing to use on the computer and the Internet is a great challenge to access for these grade levels. 3) K-2 used to use software packages in centers in order to have a viable computer center option in the classroom during reading and writing workshops. This is not currently an option. 4) Grades 3 and up now have to log on to get on the computer. However, grades K-2 have to log on as well since the class before them has logged out. They just don't have the individual login. K-2 use the generic school login. This is a major challenge, especially for Kindergarteners. 5) Elementary Schools do not need individual logins. 6) The Internet defaults to the initial setup screen every time you use it. You have to select the setup options every time you have a new user. 7) All class computers default to an erroneous printer.
- I have been told that there will be more technology available after Winter break, but I do not feel confident (from past experience) that this will happen.
- The problems with the computers have been compounded by the lack of technical support within the buildings. In addition, there has been a negative impact upon the students' computer instruction by not having a specialist teaching the subject.
- The elimination of the computer teacher has put more pressure and work on the elementary teacher to not only make sure the computer room is utilized but plan the lesson and fully understand how to operate the Smart Board with NO training. When the computer teacher and classroom teacher collaborated together the computer teacher was able to implement the technology side the students would get much more.
- I believe it is extremely important to cut across the board and not eliminate one full area. With Technology gone, we are at a huge loss.
- This was a terrible decision which has had a detrimental effect on the student's instruction on technology. The teachers have been given a ridiculous increase in what their responsibility should be for this instruction.
- I am now trying to find a program that is easy for the children to use in the lab instead of a program that is the most beneficial since it will only be used once a week in the lab and cannot be reinforced in the classroom.
- It is very difficult to plan a lesson. I tried several times to go into the computer room before school but it was locked. I can not go and plan a lesson before my scheduled computer time because I do not have a prep before. There are no programs on the computer for the children to do! I'm spending a lot of time searching sights at home that are adequate for my class.
- When we had a computer teacher, it was easy to imbed technology into the curriculum. Now planning time spent for the computer lab, is time away from planning for classroom instruction. Computers was the one area I felt Connetquot was ahead of the game in providing quality instruction to young students and giving them a step up. Now I feel we've taken a step backwards.
- A true disservice to the children.
- Hiring two former lunch aides to run the Computer Lab is just plain wrong. They don't have knowledge of the NYS Standards and District curriculum so it is difficult to explain how you would like a project set up. The

District removed Kid Pix, which was an appropriate tool for the lower grades. Often there is no one present when my class enters the lab and I have to run around to the computers to set up for the lesson. Working with very young students is challenging enough - now I have another subject area to plan for and teach all by myself. Last year, our computer teacher met with our grade level to discuss projects and curriculum and we worked as a team! I'm not sure how the district got away with this. Again, we are being asked to do more with less!

- I am not a classroom teacher and I don't know how they are faring. So far, I haven't had any negative impact from losing our computer teacher. I do, however, miss the convenience of having a computer teacher on-site to troubleshoot any problems and /or to seek advice.
- Not only were the computer teachers eliminated, but it was done concurrently with the entire computer system being overhauled. Now teachers have to not only take over computer instruction, but any programs or lessons with which we may have been comfortable are now eliminated. Instead of elevating the level of computer instruction in the district, this situation has made it take a giant leap backwards.
- In our data-driven school district, I would like to know what data the administration used to formulate their plan to eliminate computer teachers and software so that the teaching staff would be left to fend for themselves in order to deliver technology to our students. How does that help these kids compete?
- Our computers are not adequate in the lab or our classrooms. The lack of support from the district is unacceptable. We are expected to research, prepare and execute standard-based lessons on computers that do not function. The standards that were given to us to distribute to the parents during open house were antiquated (learn to use a 3.5 floppy disk). The computers in our classrooms are not equipped with any educational programs (the network was wiped clean) and do not operate properly. We have also been told that the district in keeping track of how frequently we visit the lab and what we are doing during these visits. In addition we were told that we must visit on a regular basis, but that was also not clearly defined by anyone. The parents need to know what is going on - I am sure most would not be pleased.
- Students in the 21st century need a strong foundation in computer skills provided by dedicated specialists, much the same as music, art and physical education. With the demands of the classroom teacher, this is not likely to occur any time soon in the area of computer instruction. The State has not created a tenure area, but are proposing increasing demands at the standard level. Other programs, like C-Quest, have been maintained, while they service only a small fraction of students, and are of dubious educational value at an extremely high cost.
- The computer teacher position was an efficient way to meet the tech needs of the district...educator and tech help all in one. It is a specialized area and should be treated as such in order to compete in this era. Instead we have removed well trained people and are expecting novices to provide the same level of education. This is ridiculous and inequitable.
- I don't understand the need to password every computer in an Elementary School level (a 6 year old really can't hack through a computer like a 16 year old could). I don't understand why all the software was wiped out on each computer. I don't understand why we don't at least have a manual or a curriculum guide to help us with a weekly lesson. I don't understand why the stress on "time on task" is important in school, yet precious minutes are wasted on all of the above issues.
- We were already behind with technology and now we took more steps backwards.
- Instead of using much needed time planning instruction for my class, I now need to familiarize myself not only with websites (which I would do anyway in my classroom if the computers were reliable), but figure out how to run the computer lab. I have been to the lab twice thus far and countless minutes of instructional time have been wasted because of glitches with the computers. On my first visit, I presented a lesson on the Smart Board (which kept freezing) and when the children were instructed to work independently on their computers,

half of the computers froze.

- It is disheartening that in the age of technology that we are currently in, and how technology is advancing by the second, the computer teaching positions have been eliminated. Connetquot should be making an effort to be moving ahead in the times, not going backwards and losing such important positions within our district.
- The district's complete change to the network, the software deletion, other tech policies and decisions being made and the elimination of the computer teachers has created tremendous confusion to all of the staff. If the changes to the network and use of the network and software had already been in place last year, the transition for the teachers would have been much smoother.
- I find it hard to believe that in the technology advanced world in which we live a school district would get rid of the technology teacher !!!
- The first time I went to the computer room with a good website my students tried to get on for twenty minutes! It didn't work. The second time the computer "helper" found a website for my students, which was ok. She showed me other websites which I didn't like. She informed me I would have to find other sites and let her check them before my students returned, to ensure they could get on.
- In this day and age where children need to be computer literate, why would any intelligent person in charge of curriculum, eliminate the computer teaching position? This is just so counterproductive to education in the 21st century.
- With changing the computer system and eliminating the district owned programs the district should have waited another year. This would allow curriculum writing to build a website booklet for teachers to refer to. All district owned programs not being used is also a waste of taxpayers' money since we own the licenses for these programs and they are locked away.
- The computer lab is trying to get us to set up e-mails to communicate with them during the day
- In this age of technology, eliminating the computer teacher does not seem to make sense. Our children's education is being short-changed.
- The Instructional Assistant that is in the computer lab has a very BASIC knowledge of computers and can't really help in the way they should be able to. They were not properly trained and have very little guidance. Once again, Connetquot dropped the ball on this one!
- The District is not acting in the best interest of the students. They eliminated a position without warning or research. They made too many changes at once. They changed networks. They upgraded to Office 2007. They wiped out all software. They tried to do many things that would cause a disruption to the program AND eliminated the teachers. So, as usual, they acted before they thought things through. As a result, we just took 10 steps backwards in technology. I also don't understand why we need 3 technology people. We have an Elementary Chair for Math, Science, and Technology. We have a Technology Integration Specialist and a Head of Technology. How is possible, with ALL of these people in charge, we still don't have working computers?
- Having a computer teacher was a strong benefit in Connetquot CSD especially in 2009!!! Teaching elementary students to use Microsoft Office by yourself is ridiculous. Wiping out other project based software that was carefully organized into folders for easy access was also ridiculous. Connetquot needs to make technology time a prep and place a fulltime teacher and a fulltime assistant because it is a very difficult job to take care of hardware, software, teaching students, and all faculty and printing report cards.
- I cannot understand the rationale for eliminating a great elementary computer program. The children will suffer for it. Even if it costs the district some money to continue the program, it would be worth every penny. Children need to have a good grasp technology in order to compete in this day and age. Why would the district cut such a good thing? Why not cut in other places that would not effect every elementary school child such as C-Quest

or elementary chair people? I do not want to see any program cut, but there has to be a better choice than technology. In addition to losing the computer teacher, the district's timing in changing the network is very poor. Why do elementary students need to have their own login and password? Maybe the changes should have been made slowly starting with the High School. I am finding it more and more frustrating to work in a district that tends to make hasty decisions without thinking of the impact it will have on teachers and students

- When the district announced the elimination of the computer teacher position, I felt that I could use some of the software that I had experience with in the past. However, the district felt it was necessary to get rid of our software in effort to use things that are free on the Internet. A software committee is forming to buy new software for the entire district. Why couldn't this wait until next year? Why did the district eliminate what we were used to and not give us anything new? How can we effectively instruct our students in the lab when our only options are the Internet and Microsoft office (which wasn't working last week)?
- I do not feel that I have the knowledge to teach computers at the same level as a computer teacher. The ones that I have worked with in the past have helped me in planning lesson. They would then find the right programs and projects to meet the students' needs. Without a computer teacher, I feel it is impacting the students learning.
- In this age of technology where things are changing on a daily basis, I feel it was a bad choice to eliminate computer teachers for elementary students. I am confident in my computer use to fulfill my own needs; however, I am not a computer teacher. Our computer teacher was very knowledgeable; however, the aide assigned to the computer lab is not.
- How can the District say that they have improved the technology in the district by eliminating the expert teachers in that field and wiping out all of the programs previously used? They now expect the classroom teacher to do the job of two full time teachers. Any programs the district has purchased can only be installed by the district into all computers! How ridiculous!
- We used to do wonderful projects in the computer lab like brochures and slide shows with the collaboration of the classroom teacher and computer teacher. The classroom teacher knew the curriculum to be addressed and the computer teachers, with their knowledge, constructed the steps to attain the outcome. She made templates or downloaded programs or videos from the Internet that were ready for each class period with little or no glitches. The 40 minute period was well spent. Now those projects will be simplified or changed. The District should rethink their decision and admit failure and hire the computer teachers back.
- Just got an Internet hook up (temporary wire hanging from ceiling).
- Can not load software purchased in the past. Please give me my software back!
- In this day and age, a district the caliber of Connetquot must have computer teachers. Our students are entitled.
- I find it completely appalling that in this day and age our district finds technology to be something expendable. It is also alarming that our district spent countless time and money to be a middle states accredited district with one of our objectives being technology advancement and now making cuts in that department. It's 2009. What are we doing Connetquot?
- The position of "Computer Teacher" is not "computer repairman." It is vital to teach children proper computer skills (Word, Publisher, Excel and finding appropriate websites) and apply the skills to classroom projects. Not having a certified teacher to enhance the curriculum will definitely have a detrimental effect on our students. I find it so counterproductive to invest money into technology but cut the faculty who are trained to get the most out of their investment.
- The future of the students will be strongly impacted by technology and they need to be prepared!

- I don't have any information- just complaints. It is the same old thing. Connetquot goes for top self and then ends up substituting mediocre replacements. Then they sell it to the public as top shelf. They did that with the LC program and now they are doing it with the computers. I am tired of writing curriculum. Please save me from it. It's all nice in theory but I do not have hours upon hours to devote to writing curriculum from scratch. Give me a core curriculum. I am talented enough to know how to differentiate my instruction and how to embellish it if I need to
- It is totally unfair to the teaching staff, as well as the children that these positions were eliminated, while those in the middle schools and high schools were not. I already give the district an excessive amount of my personal time during the summer, and after school, to create a learning environment that is enriching and exciting. Why am I now being asked to give even more of my time than my counterparts in the older grades do? If I am supposed to teach technology, give me a curriculum guide and the means to do it well. Do not pull the aides in the lab, and do not think for a moment that the 6 hours of training were enough for them to be as effective as the teachers previously in those positions. Allow me and my students access to programs and software that work for us, that we are familiar with, and that are developmentally appropriate. As a member of the community I am very angry that cuts were made here and not on the silly administrative positions.
- Programs that are content related and have been integrated with technology that I have done in the past will be eliminated if I do not have the support I need to accomplish the job well. I simply do not have the time to learn an entirely new system and implement during the school day. I will not teach what I do not understand and do a poor job. It is a disservice to my students and not educationally sound.
- When there is a problem, there isn't anyone to fix it. I can not spend 20 minutes in the morning trying to get on the computer. I can no longer have a computer center because the computers do not work!
- The classroom teachers have never been trained to be computer teachers and we have been striped away of all software that we were comfortable and knowledgeable. The children have no programs to work on in the classroom or in the computer lab. Too much time is being wasted getting the children all to the correct website. We cannot even set the sites we choose to use as a favorite for the children to get easy access.
- As I stated previously, I am a bit insulted that my own union would imply that I am not capable of providing my students with the instruction they require. As a certified professional I believe it is my responsibility to grow in my profession. This includes changing instructional practice to meet the needs of my students. I have a master's degree in education and as such I am fully capable of doing my job which is clearly stated in the NYS Standards to include instruction around and using technology.
- My class and myself have been avid computers users both in my classroom and in the lab. I have created many projects and collaborated with the computer teacher regularly (in the past). This year I foresee great difficulties for many K - 2 teachers because the new system is not primary friendly. It will also cause problems for teachers who were just getting used to the old way. Years of technology developed curriculum will be wasted. Many previous computer projects will not be completed this year, and it will take many hours, patience & education in order to develop new ones. I know 8 years of me developing & improving amazing projects is lost.
- The district rushed into this without doing their research to see how it would impact the other teachers. We are moving backwards instead of forwards.
- We greatly miss having our computer teacher as a resource.
- Meeting NYS standards in all content areas has changed because the computer teacher aided in the instruction with the curriculum.
- The elimination of the computer teaching position has added considerable planning time.

- Computer instruction is crucial in the elementary schools. By the time the students get to the high school they are pretty computer savvy. I understand the concerns of high school viewing inappropriate web sites, but with all the blocks and passwords needed to use the system now, it shouldn't be that much of a problem.
- Going back more than 10 years ago, the former supt. of our district, Dr.Laria, went on a huge campaign to convince the district residents that they needed to pass a 12 million dollar bond for the sole use of bringing Connetquot into the 21st century in the area of technology. The residents, which I am one of supported this bond. Today, the present administration has seen fit to cut this endeavor. They have taken our district down. Why didn't they tighten their own belts up at C.O. the past several years to avoid harming our elementary students? They saw fit to find money for their own salary raises during this period.
- The elimination of the computer teaching position has negatively impacted not only our computer classes but also our classrooms. Our computer teacher was an integral part of day to day activities. He designed and implemented, with our assistance, some really great projects that correlated with the curriculum for each grade level. He would build on the skills that he taught the previous year. Last year he even had first graders working on a very simple PowerPoint. This undertaking is not possible with just the classroom teacher in the computer room. It would have been nice to see the fruits of that labor in years to come, but now we'll never know. I for one am mourning the loss of my collaborative partner. We worked really well together and developed some very interesting projects that can no longer be done --- simply because they require more than one person with ample knowledge of the task and the curriculum to assist and assess the children.
- In this day and age it is hard to believe that we do not have a computer teacher in our building. She was always a great resource to me on programs to use as well as solving problems with my computer.