

Rowan University

## Rowan Digital Works

---

Theses and Dissertations

---

5-31-2001

### Professional development workshop: "infusing technology into the language arts curriculum" – gateway to the 21st century

Joy D. Carey  
*Rowan University*

Follow this and additional works at: <https://rdw.rowan.edu/etd>



Part of the [Elementary and Middle and Secondary Education Administration Commons](#)

---

#### Recommended Citation

Carey, Joy D., "Professional development workshop: "infusing technology into the language arts curriculum" – gateway to the 21st century" (2001). *Theses and Dissertations*. 1550.  
<https://rdw.rowan.edu/etd/1550>

This Thesis is brought to you for free and open access by Rowan Digital Works. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of Rowan Digital Works. For more information, please contact [graduateresearch@rowan.edu](mailto:graduateresearch@rowan.edu).

Professional Development Workshop

“Infusing Technology into the

Language Arts Curriculum” –

Gateway to the 21<sup>st</sup> Century

by

Joy D. Carey

A Master's Thesis

Submitted in partial fulfillment of the requirement of the  
Master of Arts Degree in the Graduate School of  
Rowan University  
May, 2001

Approved by \_\_\_\_\_  
Professor

Date Approved May, 2001

## ABSTRACT

Carey, Joy D.

Professional Development Workshop  
“Infusing Technology into the Language Arts  
Curriculum” – Gateway to the 21<sup>st</sup> Century  
May, 2001  
Dr. Kathleen S. Sernak  
School Administration

This technology action research project provided teachers with the opportunity to learn how to navigate the Internet and to enhance the Language Arts curriculum. This project was conducted in a Camden, NJ elementary, urban, Abbott school setting. This sample population was chosen from responses to a cross-sectional self-report pre-workshop interest questionnaire. Thirty-six staff members agreed to participate in the training sessions. The intern scored the results of the Likert surveys using Microsoft Excel and Power Point computer software. Seventy percent of the respondents to the pre-workshop interest questionnaire indicated they had inadequate knowledge of the Internet.

The post-workshop Likert questionnaire results indicated sixty-one percent of the participants felt they had an “average to above average” knowledge of the Internet. Forty-nine percent agreed to strongly agreed to the utilization of ideas learned from the workshop. The two-month post-instruction survey resulted in sixty-percent of the respondents “occasionally to always” utilized these Language Arts website activities. The most prevalent need, wire all classrooms in order to facilitate the infusion of technology into the daily curriculum, was noted by half of the respondents. The data suggests that further instruction is needed to foster greater proficiency in technology utilization.

## MINI ABSTRACT

Carey, Joy D.

Professional Development Workshop  
“Infusing Technology into the Language Arts  
Curriculum” – Gateway to the 21<sup>st</sup> Century  
May, 2001  
Dr. Kathleen S. Sernak  
School Administration

This technology action research project provided teachers with Internet technology training to enhance the Language Arts curriculum. The most prevalent need noted by the respondents was to wire all classrooms to facilitate network access within each classroom. The data suggests further instruction is needed to foster proficiency in technology utilization.

## ACKNOWLEDGEMENTS

The intern would like to give praise and honor to the Almighty God and Father, who has guided me through this internship process.

To my partner in love, my editor, and my constant support system, I thank you Ronald E. Carey, for always being there for me. Your infinite patience, wisdom and love was ever present throughout my internship experience.

Thank you to my two mothers, Josephine R. Dickerson and Ruth Henderson, who consistently encouraged me to always strive for the best during this process. My sincere gratitude is extended to my family and friends for being so patient with me, as I forged ahead to complete this project.

The intern would like to express sincere gratitude to the wonderful students and staff members of the Charles Sumner Elementary School, Camden, NJ who collaboratively worked with me to accomplish this task.

A very special thanks is extended to my principal and field mentor, Consuella H. McFadden, who allowed me to grow in the field of administration. Thank you Ms. Cecilia Brown-Cannon for your help and guidance.

The intern extends her deepest appreciation to Dr. Kathleen K. Sernak, university mentor, whom I deeply respect and admire for her love and devotion to the needs of education and of children. I am most grateful to you for always believing in me.

## Table of Contents

	Page
Acknowledgements.....	ii
Chapter I Introduction.....	1
Focus of the Study.....	1
Purpose of the Project.....	2
Definition of Terms.....	2
Limitations and Delimitations of the Study.....	6
Setting of the Study.....	7
Significance of the Study.....	18
Organization of the Study.....	18
Chapter 2 Review of the Literature.....	20
Introduction.....	20
The role of the administrator in the design and implementation of a technology program .....	23
Staff Development.....	26
Summary.....	30

	Page
Chapter 3 Design of the Study.....	32
Description of the Research Design.....	32
Development and Design of the Research Instruments.....	33
Description of the Sample and Sampling Technique.....	34
Description of the Data Collection.....	35
Description of the Data Analysis Plan.....	36
Chapter 4 Presentations of the Research Findings.....	38
Introduction.....	38
Basic Internet Training Pre-Workshop Interest Questionnaire Data Analysis.....	39
Basic Internet Training Evaluation Questionnaire.....	43
Technology Staff Development Follow-Up Inventory.....	52
Chapter 5 Conclusions, Implications and Further Study.....	61
References.....	65
Appendix A.....	68
Appendix B.....	71
Appendix C.....	75
Appendix D.....	77
Appendix E.....	97
Appendix F.....	99
Biographical Data.....	101

## **LIST OF TABLES**

	Page
Table 1 Reasons for Staff Development Failure.....	30



## **Chapter 1**

### **Introduction**

#### **A. Focus of the Study**

Teachers and policymakers alike see computers as a key to educational reform. In a national survey, 96% of the teachers favored using technology and computers to improve the U. S. educational system. President Clinton has aggressively sought to expand the use of computers in the classroom, calling for modern equipment in all classrooms and relevant training and support for teachers. Moreover, these goals have been backed up with money. Congress appropriated \$698 million for educational technology programs in fiscal year 1999, including \$75 million earmarked specifically for teacher training in technology. (Latham, 1999)

Placing computers into the classroom without providing teachers with proper training has been a less than successful venture. Many teachers are often threatened when these machines were placed into the classroom setting and many felt their positions were in jeopardy. However, this researcher recognized that the success of any innovative technological project was predicated upon the teachers playing a pivotal role in the successful implementation of new technologies. Teacher attitudes toward innovation were important to the success of that innovation.

Therefore, the focus of this study was to provide a workshop for Charles Sumner school staff members who were willing to learn about researching the Internet for web sites, which could be used to integrate instructional material into the existing Language Arts curriculum, as well, as meeting the NJ Core Curriculum Content Standards.

### **B. Purpose of the Project**

The objective of this action research project was to raise the level of technological awareness of participating staff members enabling them to become more proficient in the usage of the Internet. Many of the staff members were unable to access the Internet through lack of knowledge or lack of equipment. This workshop served as a catalyst for expanded use of technology to meet the NJ Core Curriculum Content Standards.

This intern intended to enhance her leadership skills by first working collaboratively with staff to determine the level of interest in this type of workshop. The intern enhanced her staff development skills by thoroughly training the staff in the searching of websites for students and staff instructional materials.

The intern anticipated a positive organizational change in staff member's attitude toward using the Internet and integrating technology into the curriculum to enhance the learner.

### **C. Definition of Terms**

The following is a listing of terms that the intern will use in the Internet research project:

***Bookmarks:*** markers that allow one to mark a site that can easily be returned to at some future time.

***Boolean Searching:*** The process of adding words and, or, not between keywords in your searches. These words are known as Boolean operators.

***Curriculum:*** the plan for learning that includes objectives that determine what learning is important.

***Database:*** A computer holding large amounts of data that can be searched by an Internet user. A storehouse of data on the Net.

***Dialup Internet Connection:*** A user can dial into an Internet Service Provider such as AOL, Prodigy, or MSN, using a modem and telephone line to access the Internet.

***Directory:*** A list of files or other directories on a computer at an Internet site.

***Download:*** receive information to your computer from another computer. Software, graphics, text, movies, and sound can all be down loaded

***Education Technology:*** using the tools of technology (computers, software, videodisks digital cameras, and tapes, CD-ROM, DVD) to extend and enhance the instructional process for students of all ages in all curriculum areas.

***E-Mail:*** electronic mail is messages sent from one computer to another computer over a phone line or cable connection. It can be just one person or to many people at a time, reaching almost any area of the world.

***Home page:*** The first Web page a user sees when visiting a World Wide Web site; table of contents or main menu to a Web site.

***HTML:*** Hypertext Markup Language is the programming language of the World Wide Web which turns a text document into a hyper-linked World Wide Web page.

***Hyperlink:*** A highlighted word or graphic in a Web document that, when clicked upon, takes the user to a related piece of data on the Internet.

***Hypertext:*** specially formatted (usually a different color than the rest of the text) used in World Wide Web documents. When you move to hypertext, the arrow becomes a finger and you can link to related topics by clicking the mouse.

***Internet:*** The interconnected computer network for information resources. It is the global “network of networks” that connects millions of people all over the world.

**Internet site:** A computer connected to the Internet containing data that can be accessed using an Internet Navigation tool.

**Keyword:** A word or words related to data you are searching for. Internet search engines use keywords to find information.

**Logon:** To sign on to a computer.

**Menu:** A list of online information that leads to documents or other menus.

**Netscape:** a computer software program that uses Internet webs to access information on the World Wide Web. It has a graphical interface and can make use of information in the form of graphics, movies and sound.

**Net Surfer:** Someone who navigates the Internet in search of information.

**Search Engines:** programs that are designed to search the Internet for requested information.

**Surfing:** traveling through “cyberspace”

**URL (Universal Resource Locator):** the method by which the addresses of files can be located on the Internet. A URL beginning with http:// indicates that the site is a Web resource and that a Web browser will access it.

**Web Page:** A single Internet document containing data that can be accessed over the WWW.

**Web Browsers:** programs that let one navigate through the World Wide Web and see text and graphics on the computer screen. They allow user to make hypertext leap from one Web site to another by clicking a mouse.

#### **D. Limitations and Delimitations of the Study**

- The intern realized this workshop was limited to the volunteer staff members in our school building who have some basic knowledge of the computer.
- The pre-experimental design of this study was inherent limitations to external and internal validity.
- The project was limited to only Sumner School and the conclusions of this project could be generalized to the entire school district.
- The district curriculum was constantly evolving and changes from year to year.
- The intern of this project had limited computer access to the Internet due to recent technology enhancements with the district's hardware/software components.
- The workshop was only a single activity in time and did not, in itself, encompass follow-up or ongoing instruction.

- Many individuals who may need the instruction more than others, did not attend due to fear or apathy.
- There was also a limitation in the amount of hardware available to the participants.
- Very few of the classrooms are wired for Internet access.

### **E. Setting of the Study**

#### **Historical Overview**

This section provided the reader with the necessary basic information regarding the site where the intern completed her work. This data focused on the community and educational settings with an emphasis on the socio-economic status, economic factors, and the government structure of Camden City, New Jersey, the Camden City School District and the Charles Sumner Elementary School.

Camden, New Jersey, an historic city is located in the northwestern part of the county of Camden along the Delaware River. It is the seventh largest city in the state and the largest city in Camden County. The city is divided into twenty census tracts, all of which vary in character and condition. The city serves as the county seat and is the home to federal and county courthouses. It measures over ten square miles and has a population of over one hundred thousand. Camden was incorporated as a city in 1829. This city was known for its shipyards and industry and was once home to the Radio Corporation of America, which produced the first picture tubes for television sets in Camden. Other factories produced chemicals, electrical appliances, leather and automobile accessories.

A steel pen company, the first of its kind in the country, was established in Camden in 1860; the Campbell Soup Company plant was opened there in 1869 and started marketing condensed soups in 1897. The city is still the world headquarters for Campbell Soups (Encyclopedia Britannica, 1999-2000).

Camden's waterfront has undergone a dramatic revitalization in the past decades. The twenty-five thousand capacity Blockbuster-SONY Entertainment Centre opened in June, 1995. This state of the art amphitheater offers year –round musical and dramatic entertainment. The center sits adjacent to the New Jersey Aquarium. The waterfront is also home to Wiggins Park Marina and the Dr. Ulysses S. Wiggins Memorial Park. Plans are in progress to not only expand the waterfront park, but also link it with Philadelphia's Penn's Landing via an aerial tramway. There is also a river bus that runs between Penn's Landing and Camden's waterfront.

Camden was also the home to the great American poet Walt Whitman, who often wrote about the city and the surrounding, and whose legacy lives on in the Walt Whitman Poetry Center. The center sponsors regular exhibits and other cultural events throughout the year. Camden is also a major educational center in Southern New Jersey. In the northern part of the city lies the Camden Campus of Rutgers The State University, and is also home to branches of Rowan University and Camden County College.

The city has three hospitals: Cooper Hospital/University Medical Center, Our Lady of Lourdes Medical Center and West Jersey Health System. Downtown Camden is a hub for public transportation. The PATCO High-Speed Line has two stops in Camden prior to heading over the Delaware into Philadelphia.



The Walter Rand Transportation Center has bus connections that take commuters to all parts of Southern New Jersey and Center City Philadelphia. The new ultra-modern headquarters for the Delaware River Port Authority sits near Camden's burgeoning waterfront (Camden, New Jersey Official Website, 1999-2000).

### **Socio-Economic Status**

In decades after World War II, Camden, like many American urban areas, has traditionally been plagued by numerous problems associated with urban blight. Camden's economy declined as industries closed down or left the city; white middle-class residents moved to the suburbs. By the early 1900's more than half the city's population was African-American and about a third Hispanic; nearly half was under the age of 21. The employment rate was more than twice the state's average, and approximately half of Camden's inhabitants lived below the poverty line.

Camden's demographics include relatively diverse populations, but are heavily skewed towards minorities. The 1990 Census reported that there are approximately 87,492 residents in the city. This represents a three percent (3%) increase from the 1980 Census report of 84,910 residents. The city's racial composition is as follows: African-American – 54%, Hispanics – 24%, Whites-20%, Asian and Pacific Islanders – 1%, and Native Americans – less than 1%. Whites represent the only decreasing population; all other populations are increasing with the Asian Pacific Islanders population growing the fastest at a remarkable rate of 300%. The city's population as a whole has seen a 3% increase since the 1980 census. Camden is also described as a City of children, and has proportionately 12.3 percent more children than the State of New Jersey and 9.1 percent more than Camden County.

More than 17 percent of the children are living below the national poverty level. Many live with single-mother heads of households who need help in coping with overwhelming problems.

Camden City's age demographic differs considerably from that of Camden County as whole. The city's population is skewed heavily to the lower end of the age scale. In Camden City, the median age is 26.3 as compared to 32.8 years for the County. In Camden County the largest age group, (25-44) comprised 32.9 percent of the population. In Camden City, the same group is the largest but comprises 29.3 percent of the population.

In Camden County, 36.5 percent of the population is under 25; in Camden City 47.6 percent of the population is under the age of 25. Camden City's school-age group is its second largest population segment: 35.5 percent of the city's population is aged 5 to 17 as compared to 21.2 percent in Camden County for the same group.

This shift in population to the young end of the scale when combined with Camden City's shrinking tax base for public education, job losses, high levels of unemployment and a poverty rate in excess of 36 percent, do not bode well for the chances of a skilled work force emerging in the city without heavy outside help and influence.

Historically crime has soared in Camden in direct proportion with Camden in direct proportion to the loss of its economic base. Camden City represents only 17% of Camden County's population, however 88% of all murders in the county occur there. Camden City police estimate conservatively that 65% to 70% of all crime is drug related.

Drug activity is reported as the major fuel for high crime rates in the City of Camden. The net impact is a pattern of crime, drugs and violence that counters attempts to stabilize neighborhoods, attract businesses vital to Camden's tax base, and educate the City's children. Camden City Police Department statistics from 1989 to the present confirm this pattern.

Crime increased by 23% percent between 1989 and 1990. Thereafter violent crime leveled off with a down turn from 1990 to 1992. Nevertheless, overall city crime statistics are described as daunting especially given the total population of the City of Camden. Serious crime increased from 12,566 in 1989 to 13,387 in 1992, and increase of 6.5%.

In 1992 alone 1,484 (1.77% of the total population) total persons were arrested for drug violations. In 1994 the City of Camden as well as the entire state of New Jersey was horrified as Camden compiled a record of 50 homicides in one year (South Jersey Community Guide, 2000).

During the late 1990's Camden city is still trying to place itself on the map. Drugs are still the major cause for the rise in crime rate which keeps many potential residents and businesses from coming in. Racial tensions, unemployment, and struggling industries are the major future problems restricting Camden's growth. Despite Camden's socio-economic decline, the city's strategic location offers hope that this trend may be reversed.

## **Economic Factors**

Camden has experienced thirty years of erosion of its economic base characterized by industrial and ensuing middle-income flight from the City. However, since the early-to-mid 1980's, Camden has begun to show signs of economic recovery.

Although the City's economic growth has not been overwhelmingly large, it has been characterized by a great deal of change within the major economic sectors.

Of New Jersey's seven largest cities, only three, one of which is Camden, experienced gains in employment. Moreover, the City's per capita income has also experienced a significant rise, although the City still lags behind the National, State and County in that regard.

The type of employment within the City has changed dramatically over the year. Camden's economy has steadily lost manufacturing jobs while gaining jobs in the health care industry. In order to stem the flow of vital manufacturing jobs leaving the City, the City needs strategy to strengthen the manufacturing sector.

According to a 1992 New Jersey Employment and Training Commission study, the following linkages needed to be established: a community service strategy, a youth apprenticeship program, school to work initiatives (including technical preparations options), literacy programs using public and nonprofit agencies and workplace education programs using financial resources from the NJ Workforce Development Partnership Program to improve resident skills (U. S. Department of Housing and Urban Development, 1995).

## **Government Structure**

Camden operates under a Mayor-Council form of government. Under this form of government, the City Council consisted of seven Council members originally all elected at-large.

In 1994 , the City opted to modify the form of government to better address the changing needs of the citizenry. As a result, the City of Camden was divided into four (4) “councilmanic” districts, instead of electing the entire Council at-large.

One Council member was elected from each of the four districts. In 1995, the election was changed from a partisan election to a non-partisan municipal election. The Municipal Election is held on the second Tuesday of May (Camden; New Jersey Official Website, 1999-2000).

## **School District**

The Camden City School District has a total of thirty-four (34) schools: 918) elementary Pre-K to grade 5, five (5) Family Schools Pre-K to grade 8, four (4) Middle Schools 6<sup>th</sup> to 8<sup>th</sup> grade, four (4) High Schools 9<sup>th</sup> to 12<sup>th</sup> grade, three (3) Alternative Schools, and one (1) Adult Education school which also houses the special program for pregnant girls. Presently, the District’s Board of Education, along with the School Facilities committee, are studying possible changes to the schools’ grade level configuration for the 2002-2003 school year.

The Camden School District’s student enrollment for the 1999-2000 school year was approximately, 18,536 students Pre-K to 12<sup>th</sup> grade. More than 75% of the school-aged children enrolled in the city schools are identified as “at-risk” or disadvantaged (Reiss, 1999-2000).

This district is one of the twenty-eight (28) school districts in New Jersey identified as a “special needs or Abbott district” as decided by the New Jersey Court. This decision was rendered to ensure that the public school children from the poorest districts would receive the educational entitlements guaranteed them by the Constitution and in order to meet all the requirements of a “thorough and efficient” education.

As a result of this Supreme Court decision, schools in the Abbott districts were required to undergo a reform process referred to as “Whole School Reform”.

As part of this process, and in accordance with the regulations, each school in Camden School District had the opportunity to research various reform models and determine which one meet the needs of their school.

### **Intern Site**

The internship site was Charles Sumner Elementary School located in Camden City, NJ. The school was erected in 1927, and has an adjoining annex, which was built in 1972 to accommodate the increasing student population. In the last few years four outside classroom trailers have been added to staff additional students. Effective September, 2000, an additional trailer was placed to house a class of classified students.

Sumner school offered a variety of new and original programs in addition to its regular subjects.

Students participated in a Math Tournament, Math/Science Fair, Apple Connect Language Class, Kids Network Project, Network 3, Girl Scouts, Art Show, and National Geographic WebQuests.

Students also participated in KidSpeak, a series of student generated positive community messages made into wall hangings, and the Mailbox Monitoring System, which emphasized empowering students to recognize and employ their personal learning styles for personal growth.

Senior citizens volunteered as tutors and role models for our students. The Math Outreach Program, initiated at Sumner and also funded by the Educational Improvement Plan was held three times a year. This activity invited parents to school to work directly with their child/children on teacher-observed deficiencies.

Sumner School was chosen to pilot the Curriculum Integration and Enhancement Project. This project is designed to help teachers to recognize opportunities to integrate several skills across the curriculum.

Effective September 2000, Sumner School has been selected to be a Professional Development Elementary School in conjunction with Rowan University. The program had three distinct components: Pre-service, In-service, and Host In-Service. The Pre-Service component provided a teaching laboratory for Rowan College students preparing for a career in education. They completed their teaching and practicum at the school. The In-Service component brought Rowan professors to Sumner to teach graduate level classes to the staff members, and provided them with the latest research and current procedures in the field of education.

The Host In-Service component provided Sumner staff an opportunity to collaborate and share what they have learned through the Professional Development School concept, skills, and activities with faculty from schools throughout the district.

Many of the teaching staff have taken and continued to take advantage of all Office of Staff Development training classes. These included classes in Cooperative Learning, Effective Classroom Management and Practical Strategies of Instruction, and teachers used these strategies in their instruction. All of these strategies have assisted our teachers in meeting the needs of Sumner's students.

Sumner school served a population of approximately 750 students in pre-school through fifth grade, and had a mobility rate of student transfer of 38.8%. The mobility rate was higher due to the economic status of its residents.

The average class size within Sumner was with an attendance rate of 92.7%. The average cost per child for the district was \$12,000.

The internship site had a faculty of 80% Instructional and Support staff with varying degrees of education. There are 82% possessing Bachelors, 20% possessing Masters, and 0% possessing Doctorate Degrees. The staff had an attendance rate of 95.% to service its student population. The average salary was \$46, 942 for the instructional staff.

Charles Sumner School followed the district-formulated paradigm that outlined skills which were taught in each subject, according to grade level. This paradigm was based on the new NJ Core Curriculum Content Standards making it compliant with state mandates.

As a result of the recent Abbott legislation a "thorough and efficient education" is required for all at-risk students in NJ Abbott designated school districts. Effective September, 2000 Sumner school underwent a major whole school reform effort.



The school has elected the “Success For All” whole school reform model in order to increase reading and math scores.

The ***Success For All*** program developed by Robert E. Slavin, is a comprehensive approach to restructuring elementary schools to ensure the success of every child. The program emphasizes prevention and early intervention to anticipate and solve any learning problems. Success For All provides schools with curriculum materials; extensive professional development in proven strategies for instruction, assessment tools, and classroom management. One-to-one tutoring for primary children who need it, and an active family support team approach were key elements of this program.

The goal of the ***Success For All*** program provides all students with learning experiences that enabled them to attain reading achievement at or above grade level by third grade and to maintain that success throughout the elementary grades.

Achieving this goal provided all students with the foundation they needed to succeed in the later grades and leads finally to higher rates of graduation from high school, improved literacy at all levels, and greater opportunities for success in adulthood.

The program and components of Success For All were based on two main principles:

- Students needed to be successful *the first time they are taught*
- Schools organized all possible resources, including tutors and family support, which ensured the success of each student.

Charles Sumner School continued to show rapid growth and provided educational opportunities which enhanced the student and staff population. This school progressed to become an innovative environment committed to the educational needs and success of all students.

## **F. Significance of the Study**

This project was significant because the intern developed and executed a technology workshop, which supported school and district goals. Additionally, the intern applied the principles of teaching and learning with the adult population.

The successful completion of this workshop introduced aspects of Internet searching website techniques which placed all participants on the “cutting edge” of using technology to enhance the learning process.

## **G. Organization of the Study**

### **Chapter I**

This chapter focuses on the following: the focus of the study, the purpose of the study, definitions, limitations and delimitations, the study setting, study significance, and the organization of the study.

### **Chapter II**

This chapter focuses on the review of the literature. The review includes an introduction about the Internet, the role of the administrator in the design and implementation of a technology program, staff development, and research related to using the Internet.

### **Chapter III**

This chapter includes a general description of the research design, the research instruments used in the project, a description of the research population, a description of the data collection approach, and a description of the data analysis plan.

### **Chapter IV**

This chapter presents the data and analyses findings of the project.

## **Chapter V**

This chapter summarizes the findings of the preceding chapters, draws conclusions, makes implications, and makes recommendations for further study. It also highlights the conclusions and implications of the study on the intern's leadership development.

## **Chapter 2**

### **Review of the Literature**

#### **A. Introduction**

Historically, innovative information technologies tend to widen inequities within a society, because the advantage of initial access is restricted to the few who can afford the substantial expense. However, as emerging media mature, drop in price, and are widely adopted, the ultimate impact of information technology is to make society more egalitarian. The challenge for current educational improvement is to minimize the period during which the gap between “haves and have nots” widens, rapidly moving to a maturity of usage and universality of access that promotes increased equity (Dede, 1998).

Most school-age children in the United States interact every day with variety of information media-television, video games, multimedia computer systems, audio and videotape, compact discs, and print. At the same time, workplaces are retooling with advanced technologies and acquiring access to complex, comprehensive information systems to streamline operations. Our youth have so much exposure to technological gadgets and information resources that one would think the transition from school to workplace would be second nature. According to recent projections, only about 22 percent of people currently entering the labor market possess the technology skills that will be required for 60 percent of new jobs in the year 2000 (Hancock, 1997).

School systems have not evolved as other business organizations have in the use of computer technology. There are several reasons that have contributed to this situation. Initially, early software for computers was designed for data processing rather than for educational purposes. The school staff was often intimidated with a machine in their classroom, and finally most school districts could not afford the costs of computers especially in the early days of personal use. In addition, the developmental leader of the IBM hardware focused on the development of business tools.

The National Science Foundation, the U.S. Department of Education, state education authorities, local school systems, and public and private foundations and corporations have supported scores of pilot projects, and there are tens of thousands of early users of the Internet in America's K-12 schools. With NSF funding, the Center for Improved Engineering and Science Education has been implementing a large-scale Internet-in-education project throughout New Jersey since 1994. The center has conducted workshops for more than 3,000 teachers from over 700 schools, and the project has involved school administrators as well as an evaluation team from the Educational Testing Service (Stapleton, 1996).

However, according to the research, over the past few years, information technology in general has not yet lived up to its nearly unlimited educational potential. Nearly everyone agrees that information technology has not yet significantly improved education, much less revolutionized it. It is possible to group the reasons for the failure of educational technology into two groups: (a) those caused by lack of funds, and (b) those caused by attitudinal factors and the failure to use advantageously (Maddux, 1998).

The pressure is on to measure the effectiveness of technology for educators. But much like measuring learning outcomes, measuring technology effectiveness is not easy. According to a study done by Wenglinsky, technology indeed can have positive benefits, but those benefits depend on how the technology is used. The data from this study also indicated that most schools in the United States are not using computers in ways that promote better scores. One thing is evident, there is little consensus on technology's purpose in education. As schools are becoming wired, many educators focus on obvious applications such as teacher connectivity and administrative support functions. The harder applications, which use technology for student learning and achievement, require a significantly different approach to planning, implementation, and support (Archer, 1998).

Throughout the 1980s and 1990s individuals, commissions, task forces, and agencies have suggested models of reform for schools. These plans ranged from somewhat successful to complete flops. The educational committees must continue to strive toward better models of schooling. Without technology, even the best plans will be incomplete. Likewise, technology without educational reform is lacking. It is the marriage of the two movements that will eventually lead to the greatest success. Technology can bring about educational reform; educational reform brings about better technology plans in schools (Dede, 1998).

Once we begin thinking in terms of large-scale system-wide reform to implement technology, evaluation criteria emerge – for assessing both the implementation and student outcomes.

Changes of this magnitude require a complete rethinking of education, both in terms of the curriculum, and in the development of pedagogies that ensure that every student acquires the high level of skills needed to thrive in the dynamic world of the 21<sup>st</sup> century (Thornberg, 1998).

## **B. The role of the administrator in the design and implementation of a technology program**

In response to the clear need for technology planning, most school districts initiated five-year technology plans during the 1980s. These plans were usually lengthy documents that began with a vision statement and included detailed plans for hardware and software over the life of the plan. The traditional five-year plan is no longer valid as we move toward the next century, given the present rapid pace of technological innovation. There is probably no better example than the Internet for why we must change the model of how an administrator does long-range technology planning. Today, teachers and students are calling for access to the Internet in schools and colleges across the country (Fries and Monahan, 1998).

The Internet is a network of networks, a dynamic communication system built from the bottom up. It is capable of displaying incredibly complex behavior, including its capacity to grow incredibly fast without collapsing under its own weight. The Internet is currently doubling in size every year. Homes, schools, businesses, libraries, and museums are connected to the net, and each new connection adds value to the whole. In contrast, the web is a collection of multimedia-based sites that contain data of all kinds, composed in a common format that allows the information to be sent across the Internet and virtually displayed on any computer.

The web, doubling in size every ninety days, has become a new platform for the presentation and communication of ideas worldwide. In 1996, the US Postal Service delivered 185 billion pieces of first-class mail. In that same year the Internet handled about one trillion e-mail messages (Thornberg, 1998).

The impact of the web on education is likely to be profound. It is already being used to allow students access to the latest breakthroughs in scientific discovery years before they are likely to appear in textbooks. Students are now able to perform their own research on various topics and post their results on the web for other students, teachers, and researchers to see and evaluate.

As a school administrator considering implementing a technology program, one of the best tools to obtain a clear view of technology is create and consistently review its technology plan. A technology plan is a living road map to guide the organization in every aspect of technology for the future. A plan should be easy to read with minimal knowledge of education and technology.

According to Vojtek and Vojtek (1998), the heart of any technology plan is the action plan. With the action plan the school or district puts in writing what goals it wants to achieve and how it expects to get there. Action plan goals and activities must be aligned with district curricula and district technology standards (what students should know and be able to do). Every action plan also includes activities that move the school or district along toward its goals. Once your goals and activities are established, you must identify the criteria-indicators of success that will determine whether you have reached your goals.



Finally, the action plan must include a timeline to show how and when the activities will be accomplished. Having a timeline and sticking to it is the most important component of a successful plan. This enables everyone involved to focus on planning and budgeting their time according to the plan's needs. A timeline holds participants accountable for the completion of their assigned tasks.

Technology planning does not simply encompass the question of what to purchase, but must include the entire community in the planning process. Planning must include the availability of human resources and fiscal ones. An effective plan must include many areas: needs assessment, network planning and design, hardware acquisition and planning, software review and evaluation, procurement assistance, professional development and administrative and instructional uses. Because technology is ever changing, more time and resources are needed to plan. The rapid change in technology makes planning even more essential (Bracci, 1999). The difference is that planning must be dynamic rather than a static activity. Technology implementation requires a formalized process of ongoing documentation and communication to keep all parties involved aligned (DiBella, 1999).

Planning for school technology involves the establishment of goals and objectives. In planning for technology, meeting these goals and objectives should be a primary focus for administrators. Planning for instructional application themes may be stated in many different ways including: preparing students to participate in a technically oriented society, enhancing learning by utilizing technology, enhancing teaching and providing technology-based curricula for students with special talents or interests (Riel, 1994).

Quality educational programs of any kind usually have administrative commitment behind them. This support is of paramount importance in educational technology. Visionary leaders understand the financial, curricular, and staff development considerations behind success in educational technology. In an era with test-driven curricula focused on the basics, it takes a strong visionary to commit the financial and staff development hours to help teachers make the curricular connections between technology and education. Another key to identifying quality in educational technology in schools is using technology to create stronger links between parents, teachers, school, and the community. Best practices include school web sites, teacher/students with e-mail accounts for teachers and students, and parent information sessions (Benno,1998).

When technology plans are effective, they provide a framework for schools and districts as they budget for technology acquisition, technology support, and staff development. These plans provide for technology training that is embedded in content and research-based instructional strategies, afford sufficient time for teachers to learn, plan, and practice new instructional strategies using technology; and develop a systematic approach that ensures equitable, ubiquitous access for all learners (Vojtek and Vojtek ,1998).

### **C. Staff Development**

Teachers should be provided with professional development opportunities and time to learn about computers and other new technologies. Without knowledgeable teachers who are adept at using computers to enhance the curriculum, computer use can be a waste of children's time.

Not only is professional development essential but also, so is ongoing technical assistance for teachers experimenting with new ways to use computers and other equipment (Bickert, 1999).

Technology training is only effective if teachers have an immediate need and opportunity to apply their newly acquired skills. Benefits appear to increase as the use of technology becomes more sophisticated (Odem & Griffin, 1999).

School leaders are responsible for ensuring that computer use throughout the grade levels is fully integrated into the curriculum, in a balanced and reasonable way, through appropriate activities. Principals can provide the leadership necessary to help teachers expand their thinking about technology and become more comfortable implementing a technology curriculum.

According to Parks and Pisapia (1994), the three-tier approach to training is recommended, where adequate time for practice and access to the technologies remain constant throughout the process:

Tier 1 – Primary training involves learning to operate the technology into the curriculum.

Tier II – This tier learning to integrate technology into the curriculum, managing a technology intensive classroom, and developing curricula based on available resources. At this level, teachers need education that provides vision and understanding of state-of-the-art development and application.

Tier III – Their three training involves annual skill updates, which allow for new development and provide a vision of what their classroom can become. Encouragement and support for experimentation and innovation help motivate the learning process.

Nash (1994), notes the importance of staff development in computer usage has not gone unnoticed by researchers and policy makers. Priorities cited in 1979 by educational computing pioneer Arthur Luerhrmann are strikingly similar to those priorities called for by educational policymakers for the new millennium. Luerhrmann also recommends a basic computer skills curricula in schools; in-service training of teachers, with specialized subject matter training to apply computer skills to all topics; and curriculum development centers to foster greater understanding of student use of computers in all academic fields

Nash (1994) conducted a study to determine if there was relationship between staff development and the integration of computers into instructional practice. The analysis of this study was based on Joyce and Shower's (1988) model that identifies the following components of an effective staff development program:

1. Information or theory about the training topic
2. Live and mediated demonstration
3. Opportunities for practice in the training setting and work place
4. Feedback on performance
5. Peer coaching

Unfortunately, according to Pink (1989), staff development programs often fail to deliver change that is critical to compel an innovation to stay in place. The table below lists why most professional development programs fail:

**Table 1 – Reasons for Staff Development Failure**

- 1. An inadequate theory of implementation, resulting in too little time for teachers and school leaders to plan for and learn new skills and practices.
- 2. District tendencies toward faddism, and quick-fix solutions.
- 3. Lack of sustained central office support and follow-through.
- 4. Underfunding the project, or trying to do too much with too little support.
- 5. Attempting to manage the projects from the central office instead of developing school leadership and capacity.
- 6. Lack of technical assistance and other forms of intensive staff development.
- 7. Lack of awareness of the limitations of teacher and school administrator knowledge about how to implement the project.
- 8. The turnover of teachers in the school.
- 9. Too many competing demands or overload.
- 10. Failure to address the incompatibility between project requirements and existing organizational policies and structure.
- 11. Failure to understand and take into account site-specific differences among schools.
- 12. Failure to clarify and negotiate the role relationships and partnerships involving the district and the local university (Pink, 1989, p. 21-22).

Findings tended to support Joyce and Showers' theory of staff development in the three ways. First, if greater student contact with computers is a goal of public schools, then good staff development is related to that success. Second, good staff development may occur more readily in districts that have a lower pupil-to-computer ratio. Finally, quality staff development is key in bringing about greater use of innovative technologies in instruction (Nash, 1994).

#### **D. Summary**

According to Pisapia (1994), technology can support either the traditional or learner-centered instructional philosophies. Teacher-centered teachers tend to use traditional instructional methods such as whole class lectures, textbooks and worksheets. These methods are more content-oriented than process-oriented and view learning with technology as basic skill reinforcers, motivators or "special treats". The author further references several studies which noted that teachers with minimal technical proficiency were reluctant to use the computer in the classroom because (a) it might alter the relationship of control and authority, with students, and (b) district mandates and requirements did not allow time for additional technology activities.

Learner-centered teachers generally chose individualized or collaborative approaches. A discovery-based mode of learning is encouraged as opposed to drill and practice routines. The goal of this philosophy is to engage students to use their critical thinking skill while involving them in inquiry-based special projects and group-oriented projects. Research has shown teachers who are high technology-using teachers with learner-centered goals use tool-based software to undertake creative projects.

There are those learner-centered teachers who also cite there are too many barriers such as equipment, scheduling and software problems. Other teachers in this category were also reluctant to use technology because of personal fears and inhibitors.

While systematic, long-range studies of the Internet's impact on student learning are rare, classroom experience with this technology is not. We can therefore receive guidance from the seasoned teachers who have used Internet technology. Even without statistics-laden reports, a wealth of information is at hand in self-studies, peer reviews, and observations of Internet use by experts that can help us judge its potential.

## **Chapter 3**

### **The Design of the Study**

The objectives of this technology project were to provide teachers with the opportunity to learn how to navigate the Internet for the purpose of enhancing the existing Language Arts curriculum, and to expose the faculty to available technology at the intern's site. This workshop was designed to be user friendly, easy, and informative.

#### **A. Description of the Research Design**

The project was an action research design based upon a professional development training model. This design model is based upon Joyce and Shower's (1988) model that identifies the following components of an effective staff development program. The following model elements are recommended when adequate time for practice and access to the technologies remain constant throughout the process:

1. Information or theory about the training topic
2. Live and mediated demonstration
3. Opportunities for practice in the training setting and work place
4. Feedback on performance
5. Peer coaching



## **B: Development and Design of the Research Instruments**

Prior to the workshop, each staff member received an announcement and a cross-sectional, self-report, Basic Internet Training Pre-Workshop Questionnaire packet (Appendix A) which ascertained their perceived needs and attitudes towards technology and Internet usage. There were two (2) workshops held to facilitate the participation of all respondents. Training took place in the school's computer lab that could accommodate a maximum of twenty participants. The lab is wired for Internet access using the Macintosh platform hardware. The participants viewed a video titled "Internet's Driver's License", Classroom Connect (1998) which provided an overview of how to navigate the World Wide Web and discussed (AUP) Acceptable User Policies (Appendix B) while using the Internet. Then, the participants learned how to navigate the World Wide Web using an online tutorial titled "LearntheNet.com" (Appendix C) and reviewed a "Gateway Website" with selected teacher resource websites (Appendix D) which enhanced the Language Arts curriculum. Each workshop lasted (2) hours. At the end of the workshop, this intern provided participants with a cross-sectional, self-report, Basic Internet Training Evaluation Questionnaire (Appendix E) to rate the performance of the intern and to determine if the workshop was useful and informative.

A longitudinal Technology Staff Development Follow-Up Inventory questionnaire (Appendix F) was given to all participants two months after the training session to determine subsequent curriculum developments and perceptions.

The intern's long-range goal was to provide the school staff with the knowledge and tools that they can utilize in the performance of their jobs, as well as, improving the academic levels of the learner.

In addition, the staff was provided with Internet search tools to effectively search web sites and locate data, which can be used, to augment the existing Language Arts curriculum, and enhance the academic levels of the learner.

### **C: Description of the Sample and Sampling Technique**

This intern conducted this project in a Camden, NJ elementary, urban Abbott school setting involving all teaching staff members. The sampling technique used was a non-random quota selection. This sample population was chosen from the responses to a cross-sectional, self-report, post survey interest questionnaire. Participants had minimal knowledge utilizing computer technology, however, they were required to be computer literate.

The target population consisted of respondents to the intern's cross-sectional, self-report, interest questionnaire (Appendix A). A total of (75) seventy-five questionnaires were distributed to the faculty, and (48%) forty-eight percent or (36) thirty-six staff members responded and elected to participate in the training sessions.

The demographics of the (75) seventy-five person teaching faculty at the intern's site is: (8%) eight percent male, (92%) ninety-two percent female, (39%) thirty-nine percent African-American, (29%) twenty-nine percent Caucasian, and (11%) eleven percent Hispanic. The demographics of the (36) thirty-six person teaching faculty sample group (participants) is: (11%) eleven percent male, (89%) eighty-nine percent female, (42%) forty-two percent African –American, (36%) thirty-six percent Caucasian, and (17%) seventeen percent Hispanic.

The sample group's demographics were very similar to those of the general teaching faculty. The only notable differences were with the Caucasian subgroup with (36%) thirty-six percent participation given their (29%) twenty-nine percent representation in the faculty.

The second sub-group with a notable difference from the general population was the Hispanic participants with (17%) seventeen percent versus the (11%) eleven percent representation in the general population. This deviation could be contributed to the small number of the Hispanic participants, and did not warrant any conclusions.

#### **D. Description of the Data Collection**

The intern distributed and collected the pre-workshop cross-sectional, self-report, interest questionnaire (Appendix A) which was a Likert format. This process delineated the participant sample for the workshop, as well as, ascertained the concerns, attitudes, and needs of the participants. This questionnaire screened prospective participants for their level of computer literacy to meet the requirements of the non-random quota sampling.

This intern enlisted the aide of the school's technology coordinator to identify potential participants, in addition to providing input concerning course content. At the end of the workshop, participants completed a cross-sectional, self-report, post evaluation instrument (Appendix E) that determined their perception of the effectiveness of the workshop content. The cross-sectional, self-report, assessment survey was a Likert format. Two months after the workshop the intern had participants complete a longitudinal follow-up survey (Appendix F) to determine utilization and attitudes towards web site activities and their inclusion in the participant's daily lesson plans.

### **E. Description of the Data Analysis Plan**

The intern data analysis plan is based upon data “reduction” and “interpretation” to ascertain patterns, themes, and demographics of the study population (Creswell, 1994).

The intern scored the results of the Likert surveys using appropriate computer software, Microsoft Excel and Power Point, which provided spatial graphical formats.

The pre-workshop cross-sectional, self-report, interest questionnaire was analyzed to determine the demographics of the participating group, such as: prior computer proficiency, attitudes towards using technology in the classroom, and ascertained if individual classrooms were wired for the Internet and graphically represented.

The intern made sure that each staff member was appropriately trained in the technology curriculum, and followed the guidelines as established by the intern in order to obtain reliable data. Therefore, the cross-sectional, self-report, post workshop Likert questionnaire was graphically analyzed for participants’ perceived Internet search proficiency, their willingness to utilize the skills presented during the workshop, and their perception of the usefulness of the staff development workshop.

Data from the completion of the two-month longitudinal follow-up questionnaire completed by staff members was hand-scored to ascertain the qualitative objectives. The objectives were to note an increase or decrease in the utilization of the Internet in the classroom setting, the effectiveness of recommended URL websites, and the infusion of technology into Language Arts lesson plans.

## **Chapter 4**

### **Presentation of the Research Findings**

#### **A: Introduction**

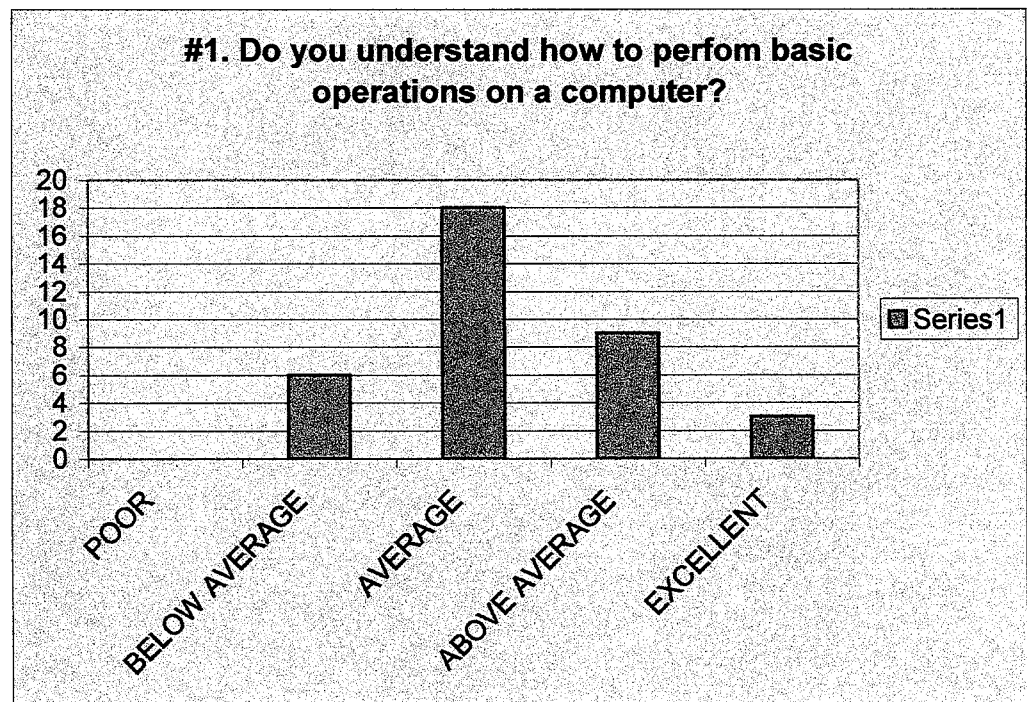
The purpose of this section is to provide a detailed account of the data collected by the intern. The intern will provide a limited analysis of the data within the limitations of the project.

The first data set graphically presented will represent data collected from the Basic Internet Training Pre-Workshop Interest Questionnaire. Immediately following the graphic presentation of the data there will be brief analysis.

This format will also be utilized for the Basic Internet Training Evaluation Questionnaire, as well as the Technology Staff Development Follow-Up Inventory. There were twenty (20) responses to the Technology Staff Development Follow-Up Inventory, which was representative of fifty-six percent (56%) of the thirty-six (36) original workshop participants.

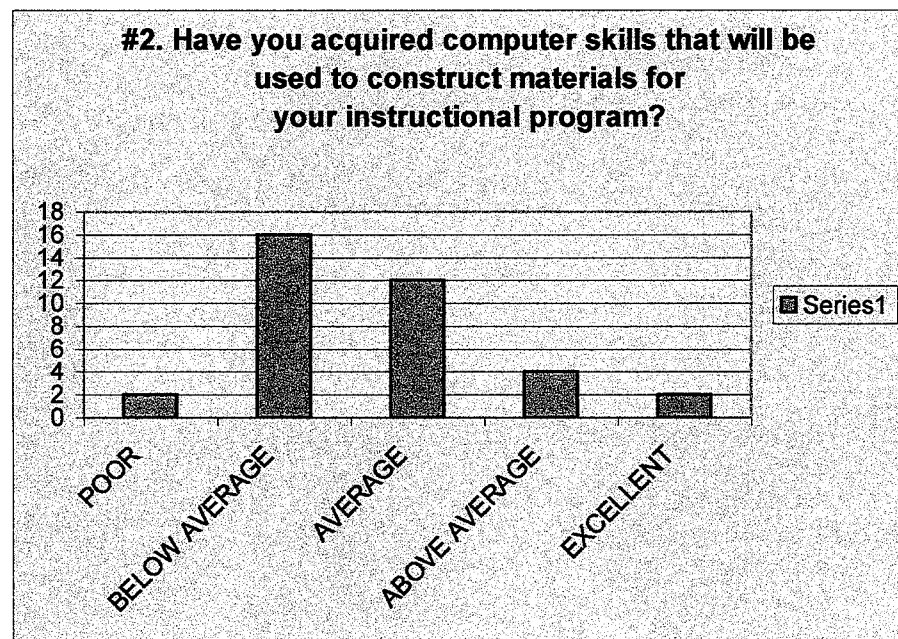
## **B: Basic Internet Training Pre-Workshop Interest Questionnaire Data Analysis**

The first question was intended to determine the computer proficiency demographics of the participants. Fifty-percent (50%) of the thirty-six (36) participants indicated that they had average computer skills. Seventeen percent (17%) of the thirty-six (36) participants indicated that their basic computer skills were below average. None of the participants indicated that they had no computer skills. Therefore, all participants met the criteria of having minimal computer literacy.



POOR	0
BELOW AVERAGE	6
AVERAGE	18
ABOVE AVERAGE	9
EXCELLENT	3

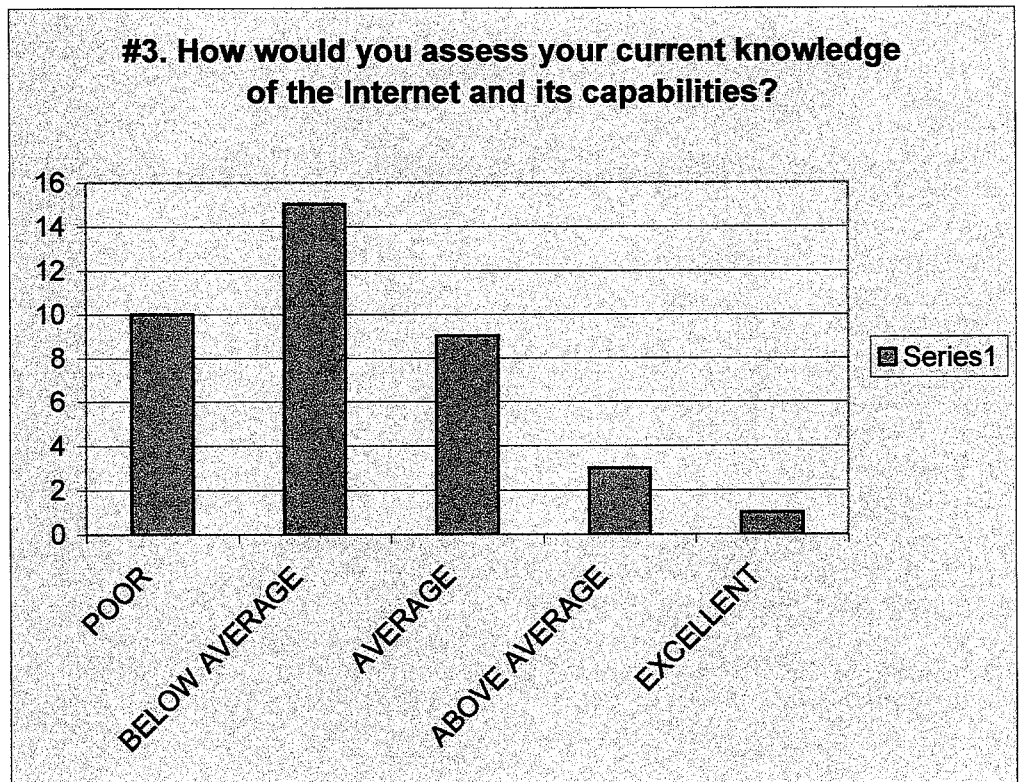
In response to the second question concerning their utilization of the computer to construct curriculum materials, fifty percent (50%) of the thirty-six (36) participants indicated that their knowledge was below average or poor for this skill. Thirty-three percent (33%) of the thirty-six (36) participants had average utilization of the computer to construct curriculum materials. Therefore, there were a significant number of staff members who needed computer training.



POOR	2
BELOW AVERAGE	16
AVERAGE	12
ABOVE AVERAGE	4
EXCELLENT	2

The third question was to determine their relative knowledge of the Internet.

Seventy percent (70%) of the thirty-six (36) participants indicated that they had below average to poor knowledge of the Internet. Only eleven percent (11%) of the thirty-six (36) participants had an above average to excellent knowledge of the Internet.

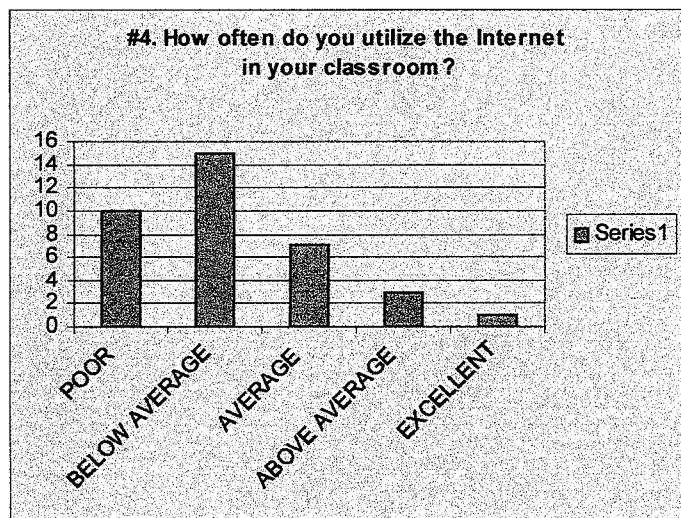


POOR	10
BELOW AVERAGE	15
AVERAGE	9
ABOVE AVERAGE	3
EXCELLENT	1

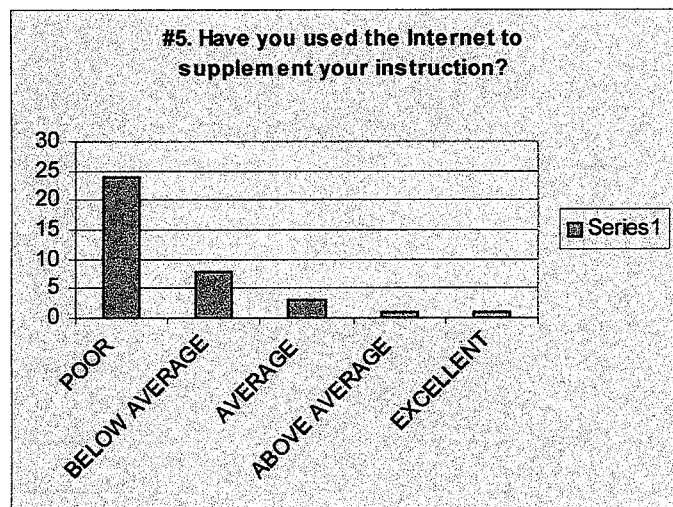


The fourth and fifth question ascertained the participant's prior usage of the Internet in the classroom or to supplement their instruction. The responses to both questions were virtually identical. Eighty-nine percent (89%) of the thirty-six (36) participants indicated that they had below average to poor utilization of the Internet. The data indicated an overwhelming majority of participants needed an introduction to the Internet.

POOR	10
BELOW AVERAGE	15
AVERAGE	7
ABOVE AVERAGE	3
EXCELLENT	1

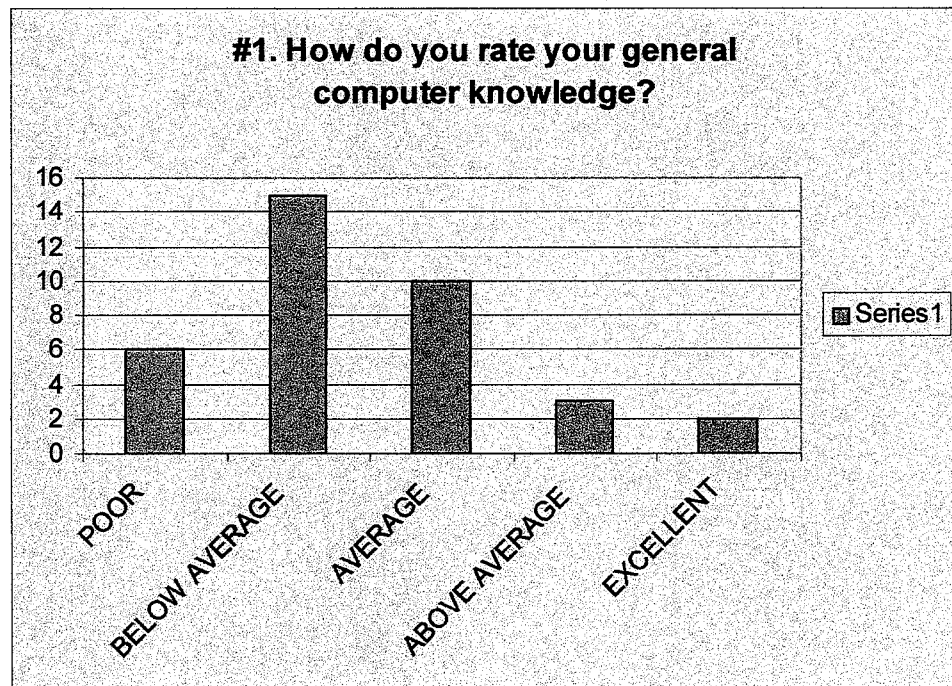


POOR	24
BELOW AVERAGE	8
AVERAGE	3
ABOVE AVERAGE	1
EXCELLENT	1



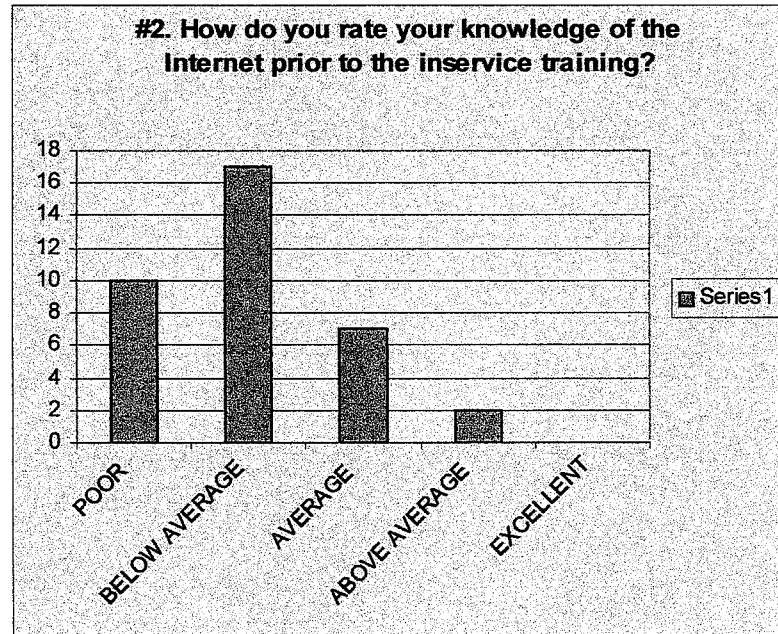
### **C: Basic Internet Training Evaluation Questionnaire**

The first question was similar to question number one on the Pre-Workshop Questionnaire in questioning their general knowledge of the computer. Their responses were virtually identical. The participant's general computer knowledge was below average to poor.



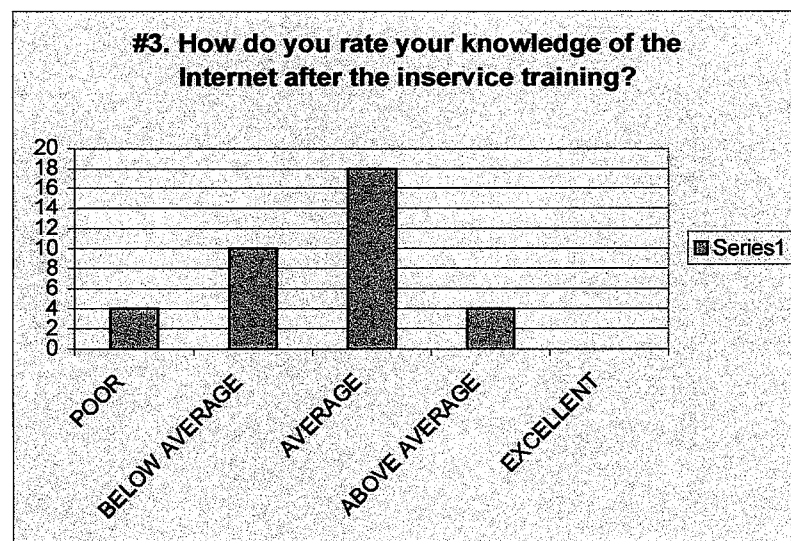
POOR	6
BELOW AVERAGE	15
AVERAGE	10
ABOVE AVERAGE	3
EXCELLENT	2

Question two was also similar to question number three on the Pre-Workshop Questionnaire concerning their knowledge of the Internet prior to the in-service training. Again, their responses were virtually identical with seventy-five percent (75%) of the thirty-six (36) participants indicated that their knowledge of the Internet was below average to poor, with only twenty-four (24%) indicating an average to above average of the Internet prior to training. The data confirms the sample population was the same as the participant's on the Pre-Workshop Questionnaire.



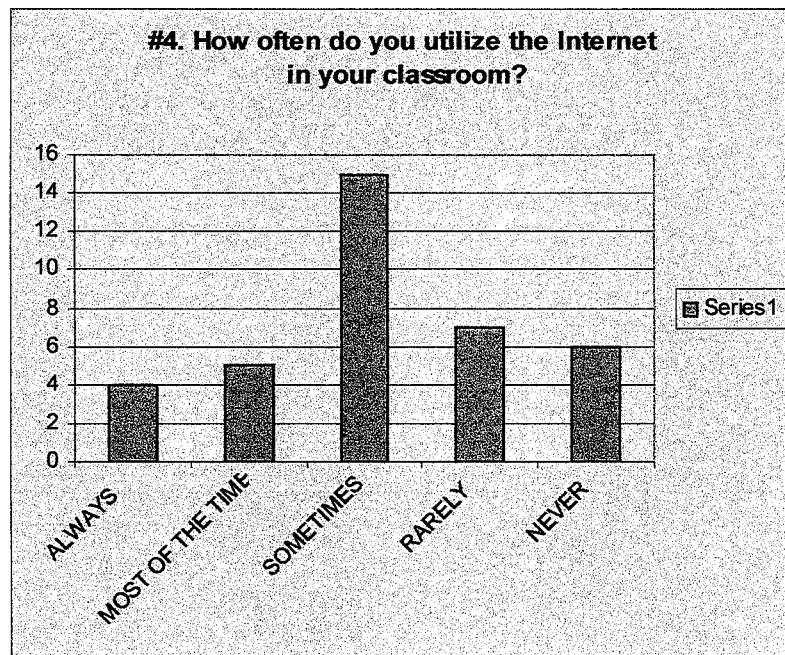
POOR	10
BELOW AVERAGE	17
AVERAGE	7
ABOVE AVERAGE	2
EXCELLENT	0

Question three asked them to rate their knowledge of the Internet after the inservice. Sixty-one percent (61%) of the thirty-six (36) participants felt they had an average to above average knowledge of the Internet. Only thirty-nine percent (39%) of the thirty-six participants indicated that their Internet knowledge was still below average to poor. The majority of the participants appeared to gain Internet skills, however, the data shows there was one-third lacking proficiency, which suggest further Internet training may be warranted.



POOR	4
BELOW AVERAGE	10
AVERAGE	18
ABOVE AVERAGE	4
EXCELLENT	0

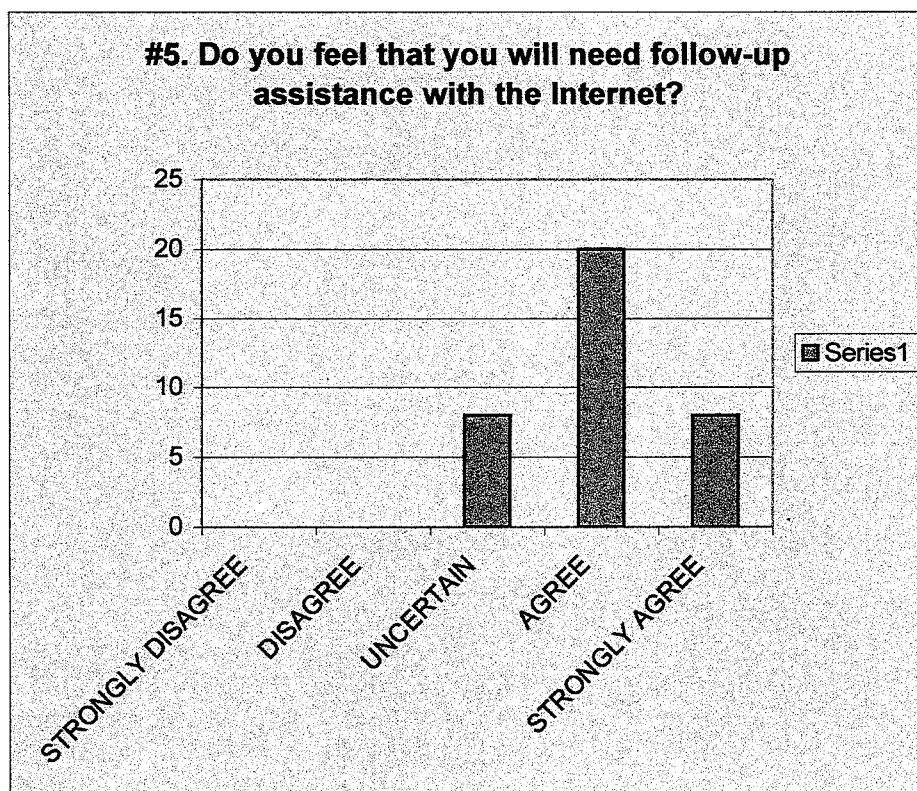
Question four asked participants to assess how often they used the Internet in the classroom. The data for the utilization of the Internet was consistent with their knowledge of the Internet prior to training. Thirty-six percent (36%) of the thirty-six (36) participants indicated that they rarely or never used the Internet in their classroom. Forty-two percent (42%) of thirty-six (36) participants indicated that they sometimes used the Internet. These results are consistent with the participant's previous responses regarding their knowledge of the Internet. There must be sufficient technology staff development to ensure optimal integration of the Internet into the Language Arts curriculum



ALWAYS	4
MOST OF THE TIME	5
SOMETIMES	15
RARELY	7
NEVER	6

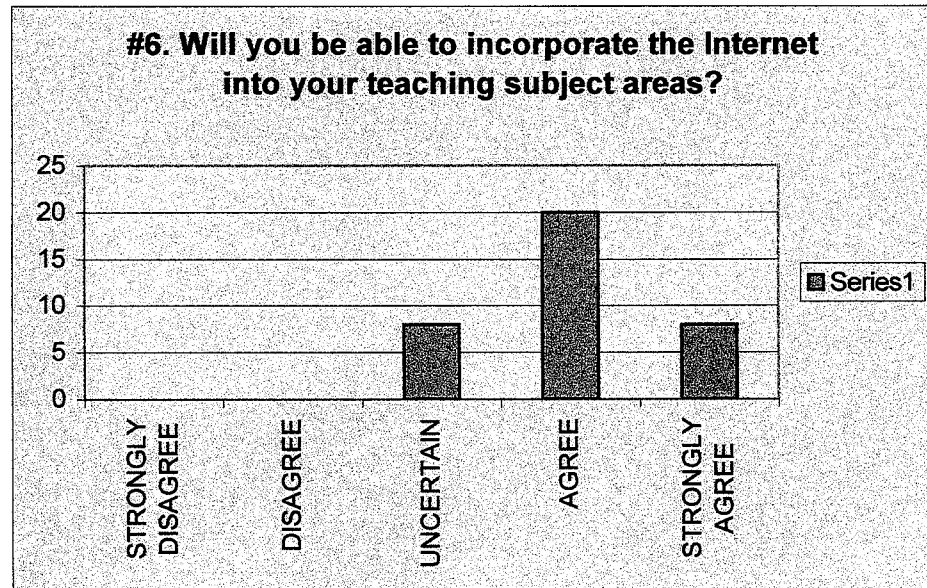
Question five was related to their desire for further training opportunities.

Seventy-eight percent (78%) of the thirty-six (36) participants indicated that they agreed to strongly agree that further Internet training was needed. The data confirmed the need for ongoing staff development.



STRONGLY DISAGREE	0
DISAGREE	0
UNCERTAIN	8
AGREE	20
STRONGLY AGREE	8

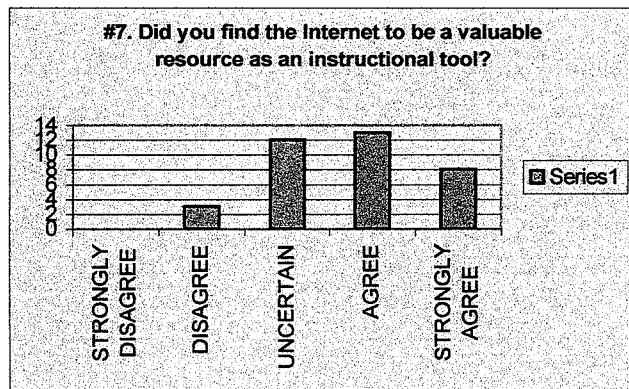
Question six regarding their ability to incorporate the Internet into subject area instruction thirty-nine percent (39%) of the thirty-six participants (36) were uncertain of their ability to incorporate the Internet, however, forty-four percent (44%) of the thirty-six participants (36) agreed to strongly agreed that they would be able to incorporate the Internet into teaching subject areas. Since the percentages are so close, no conclusive statement can be made regarding the participant's level of confidence in infusing the Internet into the daily curriculum. Further staff development is needed in this area.



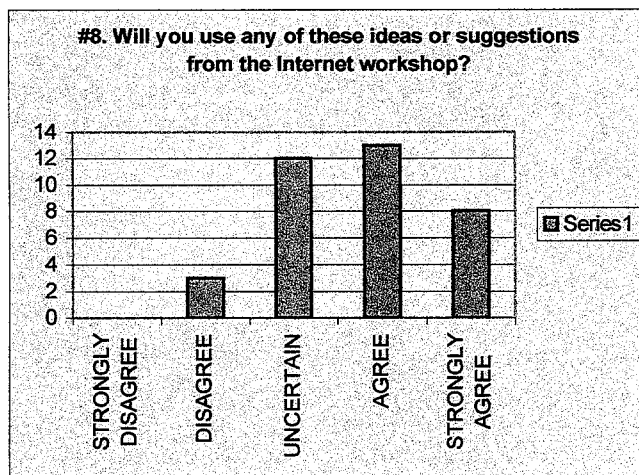
STRONGLY DISAGREE	0
DISAGREE	6
UNCERTAIN	14
AGREE	12
STRONGLY AGREE	4

Questions seven and eight were similar in their intent to ascertain if the participants felt that the workshop content/ideas were valuable as instructional tools. Fifty-eight percent (58%) of the thirty-six (36) participants agreed to strongly agreed that the Internet was a valuable instructional tool. Only thirty-three percent (33%) were uncertain. Forty-nine percent (49%) of the thirty-six (36) agreed to strongly agreed to the utilization of ideas learned from the workshop, with only thirty-nine percent (39%) of the thirty-six participants were still uncertain. Therefore, the majority of participants found value in the instruction with the remainder of the participants desiring further instruction.

STRONGLY DISAGREE	0
DISAGREE	3
UNCERTAIN	12
AGREE	13
STRONGLY AGREE	8

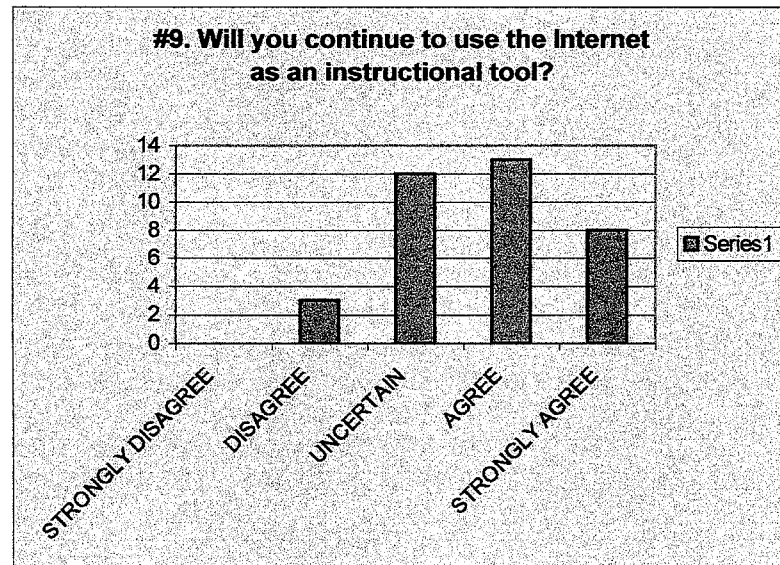


STRONGLY DISAGREE	0
DISAGREE	4
UNCERTAIN	14
AGREE	14
STRONGLY AGREE	4



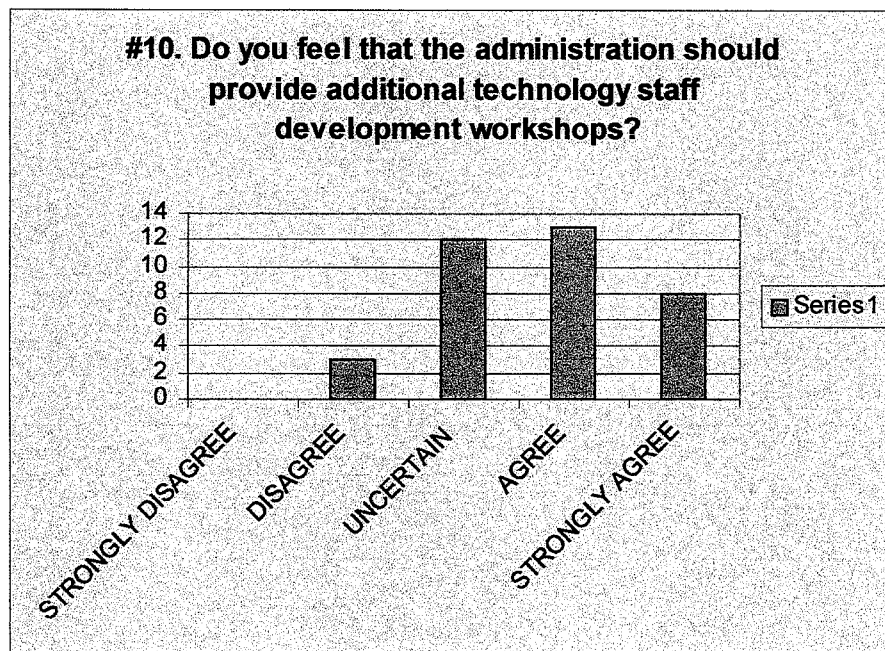


The responses for question nine regarding their intent to use the Internet as an instructional tool were identical to question seven, with fifty-eight percent (58%) of the thirty-six (36) participants agreed to strongly agreed to the continued use of the Internet with only thirty-three percent (33%) uncertain with their intent to use the Internet as an instructional tool. This consistency of response confirms the need the need to initiate and continue technology training for the instructional staff.



STRONGLY DISAGREE	0
DISAGREE	3
UNCERTAIN	12
AGREE	13
STRONGLY AGREE	8

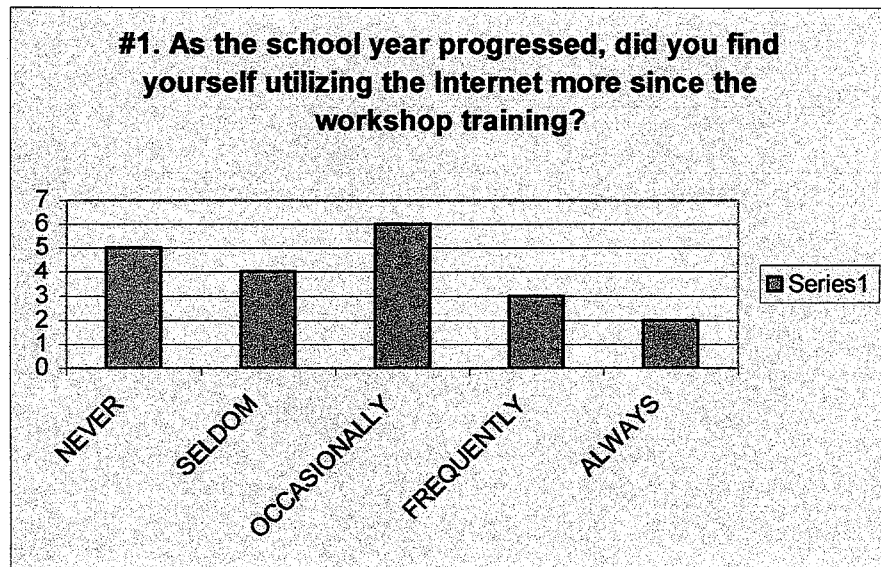
The responses to question ten regarding the need for administration to provide additional technology staff development training was consistent with the responses to questions five relating to the need for additional Internet training. Eighty-one percent (81%) of the thirty-six participants agreed to strongly agreed to the need for additional technology training which confirms all previous data.



STRONGLY DISAGREE	0
DISAGREE	2
UNCERTAIN	15
AGREE	19
STRONGLY AGREE	10

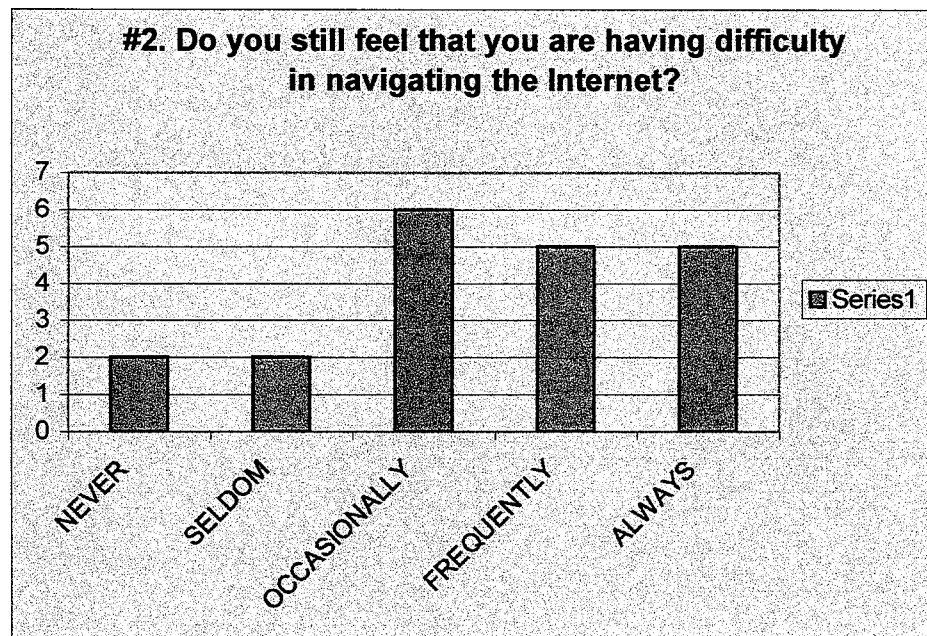
### **D: Technology Staff Development Follow-Up Inventory**

The first question of the follow-up inventory was to determine the participant's utilization of the Internet for a period of two months after the Internet in-service. The responses: occasionally, frequently, and always would indicate that the participants did utilize the Internet for curriculum augmentation. Fifty-five percent (55%) of the twenty respondents fell within this positive response category.



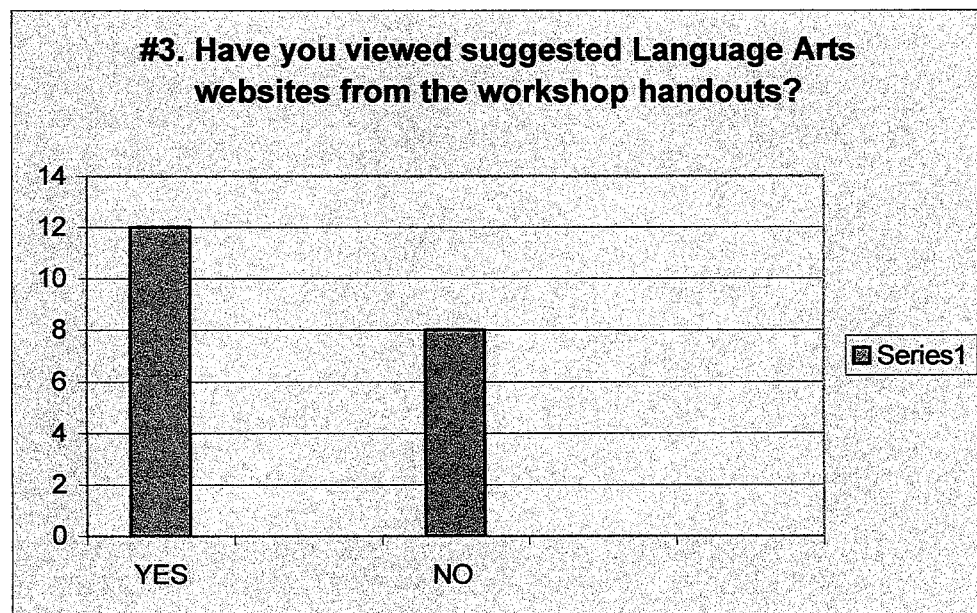
NEVER	5
SELDOM	4
OCCASIONALLY	6
FREQUENTLY	3
ALWAYS	2

The second question was to determine if the participants were having difficulty navigating the Internet. Fifty percent (50%) of the twenty respondents frequently or always had difficulty navigating the Internet, while thirty percent (30%) indicated that they occasionally had difficulty. The remainder felt quite proficient. Therefore, the majority of the participants were not confident in their ability to use the Internet.



NEVER	2
SELDOM	2
OCCASIONALLY	6
FREQUENTLY	5
ALWAYS	5

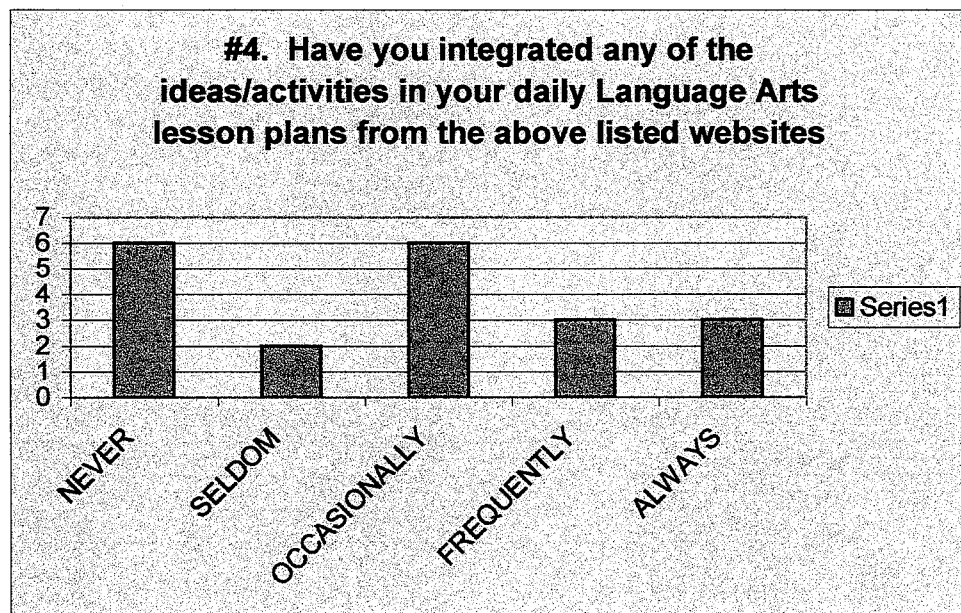
The third question was specific to Language Arts websites utilization. Sixty percent (60%) of the twenty (20) respondents indicated that they did view the websites, while forty percent did not. This pattern of use was consistent with the participant's level or confidence for utilization of the Internet.



YES 12

NO 8

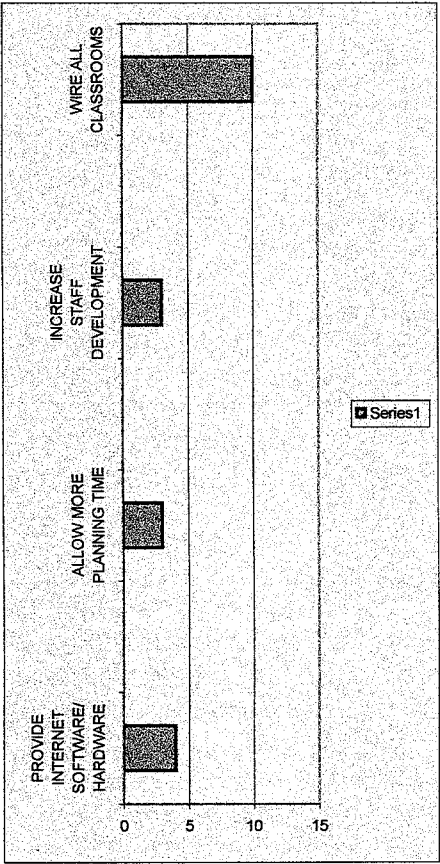
The fourth question regarding their integration of the ideas/activities from the websites into their Language Arts lessons yielded similar results. Sixty-percent (60%) of the twenty respondents indicated that they occasionally to always utilized these Language Arts website activities, with forty percent (40%) indicated that they seldom to never utilized the websites. The data suggests that further instruction is needed to foster greater proficiency in technology utilization.



NEVER	6
SELDOM	2
OCCASIONALLY	6
FREQUENTLY	3
ALWAYS	3

The fifth question allowed the respondents to provide their ideas on how the administration could facilitate a more comfortable use of the Internet by the staff. The most prevalent need, wire all classrooms in order to facilitate the infusion of technology into the daily curriculum, was noted by half of the respondents.

The second most prevalent response involving twenty percent (20%) of the twenty (20) respondents was the need for Internet software/hardware. These recommendations are beneficial for the current administration to foster a learning environment to facilitate the infusion of technology into the daily curriculum.



PROVIDE INTERNET SOFTWARE/ HARDWARE	4
ALLOW MORE PLANNING TIME	3
INCREASE STAFF DEVELOPMENT	3
WIRE ALL CLASSROOMS	10

Judging from the responses to the post survey, the participants found this Internet workshop to be quite useful. Fifty-five percent (55%) of the respondents to the two months Follow-Up Staff Development Inventory indicated they were utilizing the Internet for curriculum augmentation. Though, there were not enough participants to determine statistical significance, these results appeared to confirm the usefulness and possible need for further staff development. Many of the teachers inquired as to whether or not there would be additional workshops offered by the intern because of previous conflicts. This intern has developed a waiting list of a few teachers who have expressed an interest in participating if another workshop is offered again. The positive word of mouth advertising that teachers shared with each other regarding the usefulness of the workshop has motivated others to request participation.

It is crucial that teachers update their knowledge base in technology in order for them to be able to impart technological competency to their students. Students must become proficient at navigating the web in order to survive and function in the 21<sup>st</sup> century. There are already programs in place, and more are being developed every day that revolve around long distance learning and navigating the web to complete all types of research. With various interactive capabilities, students and teachers can ask questions and obtain answers.

Every facet of society is influenced by technology. With the increased utilization of the Internet and the World Wide Web, virtually every transaction that was once physically completed by a person, presently can or will be done electronically. Therefore, teachers will find themselves obsolete if they are not on the cutting edge of effectively incorporating technology into the daily curriculum.



## **Implications**

The intern suggested that the technology workshops no longer be an optional choice. The school district has budgeted monies for appropriate wiring and software/hardware to update all schools in the district to make them Internet accessible. Furthermore, technology should be infused into every aspect of the curriculum, not just Language Arts. The NJ Core Curriculum Content Standards mandate computer literacy for all students by the time they reach grade 4. Students taking the Elementary School Proficiency Assessment (ESPA) must be able to complete a research project using the Internet.

The intern suggested that all in-service training seminars should be conducted during schools hours, making staff development mandatory. Following the training, teachers should be given release time to collaborate and develop a plan to integrate technology into the curriculum. The final approved curriculum would be developed by a committee which would take into account maximum teacher input, under the direction of the Director of Curriculum and Development. This curriculum model would reflect a collaborative effort and teachers would be more receptive to the daily integration of these skills into the curriculum with the appropriate staff development training.

The intern developed skills during this project in curriculum development and implementation in the area of Language Arts. In addition, the intern learned to identify a serious need regarding the lack of technology staff development, as well as, incorporating this need toward activities to support the stated goals and objectives of the District. Therefore, the intern identified and utilized current technology to assist with management and instruction within the school.

The action research project was successful because it offered new opportunities for the development of the intern's leadership skills through a collaborative program implementation. This was evident through the collaborative efforts needed to gain the support of the Technology Coordinator that was necessary to design an effective staff development curriculum.

The Intern's communication skills were enhanced through the use of announcements, grade level meetings, and surveys to build interest and keep staff informed of subsequent training opportunities. This project afforded the intern the experience of applying human relation skills. The intern gained proficiency in group processes skills through the effective planning and the conducting of effective planning meetings, workshop instruction.

An inherent element of this project was the organizational management expressed by the intern by identifying the need for staff development, especially, through the use of current technology to assist with management and instruction within the school.

### **Further Study**

The intern suggests the following recommendations for further study:

- An action research project that would assess the effect on student achievement by technology augmentation of the Language Arts curriculum.
- Further study on a district-wide level would be interesting to assess the effect of technology within the curriculum upon absenteeism, standardized testing results, and discipline.
- An investigative study analyzing the effectiveness of staff development training during the school day versus after school sessions

The district has begun the process of wiring all classrooms and providing Internet ready computers along with the appropriate software. Staff development opportunities will be scheduled more frequently throughout the year and in the summer. Faculty and staff have increased their efforts to advance in the area of technology and the district's technology plans have been developed as a result of this project.

Empowering the staff members in our building and district to become technologically aware through effective staff development could ultimately influence student outcomes and increase recognition among peers and promotion.

## **Chapter 5**

### **Conclusion**

The need for technology staff development especially regarding the Internet was confirmed by seventy percent (70%) of the respondents to the pre-workshop interest questionnaire indicating that they had a below average to poor knowledge of the Internet. In order to facilitate use of the Internet to enhance the Language Arts curriculum, teachers need proficiency in the utilization of the Internet to meet this need. Again, with eighty-nine percent (89%) of the participants indicating they had a below average to poor utilization of the Internet, there was further confirmation for the need for staff development. The suggested Language Arts websites engaged students in real-time multimedia activities that maximized the learning styles and abilities of each individual student. These sites also provided real-time data and an opportunity for immediate feedback.

The data from this action research project seems to suggest that when teachers avail themselves of technology workshops, they benefit from them. However, there also needs to be aggressive implementation of appropriate Internet hardware and software provided by the administration. The most prevalent concerns of the teachers were their classrooms not wired and inadequate availability of Internet software and hardware.

## **Implications**

The intern suggested that the technology workshops no longer be an optional choice. The school district has budgeted monies for appropriate wiring and software/hardware to update all schools in the district to make them Internet accessible. Furthermore, technology should be infused into every aspect of the curriculum, not just Language Arts. The NJ Core Curriculum Content Standards mandate computer literacy for all students by the time they reach fourth grade. Students taking the Elementary School Proficiency Assessment (ESPA) must be able to complete a research project using the Internet.

The intern suggested that all in-service training seminars should be conducted during schools hours, making staff development mandatory. Following the training, teachers should be given release time to collaborate and develop a plan to integrate technology into the curriculum. The final approved curriculum would be developed by a committee which would take into account maximum teacher input, under the direction of the Director of Curriculum and Development. This curriculum model would reflect a collaborative effort and teachers would be more receptive to the daily integration of these skills into the curriculum with the appropriate staff development training.

The intern developed skills during this project in curriculum development and implementation in the area of Language Arts. In addition, the intern identified a serious need regarding the lack of technology staff development, as well as, incorporating this need toward activities to support the stated technology goals and objectives of the District. Therefore, the intern identified and utilized current technology to assist with management and instruction within the school.

The action research project was successful because it offered new opportunities for the development of the intern's leadership skills through a collaborative program implementation. This was evident through the collaborative efforts needed to gain the support of the Technology Coordinator that was necessary to design an effective staff development curriculum.

The Intern's communication skills were enhanced through the use of announcements, grade level meetings, and surveys to build interest and keep staff informed of subsequent training opportunities. This project afforded the intern the experience of applying human relation skills. The intern gained proficiency in group processes skills through the effective planning and the conducting of effective planning meetings, workshop instruction.

An inherent element of this project was the organizational management expressed by the intern by identifying the need for staff development, especially, through the use of current technology to assist with management and instruction within the school.

### **Further Study**

The intern suggests the following recommendations for further study:

- An action research project that would assess the effect on student achievement by technology augmentation of the Language Arts curriculum.
- Further study on a district-wide level would be interesting to assess the effect of technology within the curriculum and its impact upon absenteeism, standardized testing results, and discipline.
- An investigative study analyzing the effectiveness of staff development training during the school day versus after school sessions

The district has begun the process of wiring all classrooms and providing Internet ready computers along with the appropriate software. Staff development opportunities will be scheduled more frequently throughout the year and in the summer. Faculty and staff have increased their efforts to advance in the area of technology and the district's technology plans have been developed as a result of this project.

Empowering the staff members in our building and district to become technologically aware through effective staff development could ultimately influence student outcomes and increase recognition among peers and promotion.

## **References**

- Archer, J (1998) The link to higher scores. Education Week, 13 (5), 10-21.
- Benno, Mark (1998) Indicators of technological excellence in educational settings. Gifted Child Today (6 ) 25-35.
- Camden, New Jersey's Official Web Site (1999-2000). [Online].  
Available: <http://www.ci.Camden.nj.us/new.html>
- Classroom Connect (1998). Internet Driver's License Video: A videotext of how to navigate the Internet.
- Bickart, Toni S. and Pierrel, Elaine (1999). Technology learning in the K-3 classroom. Principal, 78 (4) 19-23.
- Bracci, Richard J. (1999). It's in the plan . American School and University 71 (11) 36.
- Dede, Chris (1998). Evaluating the effectiveness of technology initiatives. The High School Magazine, 6 (1) p17-18.
- DiBella, Cecilia M. (1999). Is Technoloy Planning Possible?. School Business Affairs 65 (2) 25-26.
- Dorwart, Jeffrey M., and Mackey, Phillip. (1976). Camden County, New Jersey 1616-1976, A Narrative History. Camden, NJ: Camden County Cultural and Historical Commission.



- Encyclopedia Britannica (1999-2000) [Online]. Available:  
<http://www.Britannica.com>
- Fries, Bedelia and Monahan ,Brian (1998). School District technology planning in an era of rapid change. 28 (1) 60-61.
- Funk and Wagnall's New Encyclopedia, 5. (1972). New York: Funk and Wagnall's, Inc.
- Hancock, Vicki (1997). Creating the information age. Educational Leadership, 55 (3) 60-65.
- Johnson, James P. (1987) New Jersey History of Ingenuity and Industry. Northridge, California: Windsor Publications.
- Latham, Andrew S. (1999) Computers and achievement. Educational Leadership, 2 (65) 3-4.
- Maddux, Cleborne D. (1998). Barriers to the successful use of information technology in education. Computer in the Schools 14 (3), 4-5.
- Nash, John B. (1994) Integrating Technology into Educational organizations: The Role of Human Resource Development. (ERIC Document Reproduction Service Accession Number ED#376569).
- Parks, Amanda and Pisapia, John. (1994). Developing exemplary Technology-Using teachers. (ERIC Document Reproduction Service Accession Number ERIC ED411360).
- Pink, W. T. (1989). Effective staff development for urban school improvement. (ERIC Document Reproduction Service Accession Number ERIC ED376569).

Pisapia, John (1994). Teaching with Technology: Roles and Styles ((ERIC Document Reproduction Service Accession Number ERIC ED411359).

Reiss, Fred (1999-2000) Supplied district data via printouts.  
Charles Sumner School, Camden City School District.

Riel, Margaret. (Summer 1994). Educational Change in a Technology Rich Environment. Journal of Research on Computing in Education. 26:4, 453-473.

South Jersey Community Guide. An Overview of Camden New Jersey: Camden County. (2000). [Online]. Available: <http://www.CourierPostOnline.com>

Stapleton, Julia A. (1993). Educational Technology in New Jersey: A Plan for Action. Trenton: New Jersey State Department of Education..

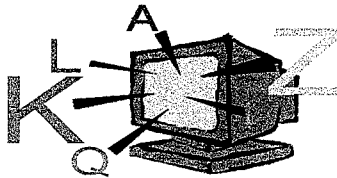
Thornberg, David D. (1998). Reading the Future: Here's What's On Hand for Technology and Education. American School Board Journal (6 ) 14.

U. S. Department of Housing and Urban Development (1995). Camden, New Jersey: Consolidated Plan for 1995 Executive Summary. [Online]. Available: <http://www.hud.gov/cpes/nj/camdencnj.html>

## Appendix A

### Basic Internet Training Pre-Workshop Interest Questionnaire

# LEARN TO NAVIGATE THE NET!



To: All Staff Members  
From: Ms. Carey  
Re: Basic Internet Training

Plan to attend a Basic Internet training class on Wednesday, 11/29/00 from 3:00PM until 5:00PM, in the Computer Lab. Learn navigating skills and website locations that you can use to enhance the Language Arts curriculum. Minimal computer experience is required.

Complete the attached internet interest questionnaire and return it to me by Mon.-11/20/00.

**Hurry and apply - class size is limited to 15**

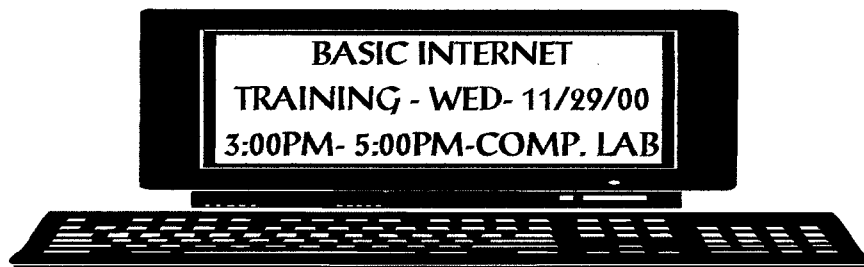
**participants.**

**(2) hours of PIP staff development credits**

**will be awarded!!!!**

# KNOWLEDGE IS POWER!

# COUNT ME IN!



\*\*\*RETURN FORM TO MS. CAREY - ROOM 113 - DEADLINE 11/20/00\*\*\*

NAME:

ROOM:

GRADE:

***PLEASE CIRCLE YOUR ANSWER TO THE FOLLOWING QUESTIONS:***

LOW

HIGH

1      2      3      4      5

1. Do you understand how to perform basic operations on a computer? 1 2 3 4 5
2. Have you acquired computer skills that will be used to construct materials for your instructional program? 1 2 3 4 5
3. How would you assess your current knowledge of the Internet and its capabilities? 1 2 3 4 5
4. How often do you utilize the Internet in your classroom? 1 2 3 4 5
5. Have you used the Internet to supplement your instruction? 1 2 3 4 5

# KNOWLEDGE IS POWER!

**Appendix B**

**Charles Sumner Elementary School**

**Internet Acceptable User Policy**

**-Charles Sumner Elementary School -  
Internet Acceptable Use Policy**

**User Agreement and Parent Permission Form**

As outlined in Board Policy and procedures on student rules and responsibilities copies of which are available in school offices, the following are not permitted:

As a user of the Charles Sumner Elementary Public Schools Computer Network, I hereby agree to comply with the above stated rules - communicating over the network in a reliable fashion while honoring all relevant laws and restrictions

**Student Signature:** \_\_\_\_\_

As the parent or legal guardian of the minor student signing above, I grant permission for my son or daughter to access networked computer services such as electronic mail and the internet. I understand that individuals and families may be objectionable, but I **ACCEPT RESPONSIBILITY FOR GUIDANCE OF INTERNET USE - SETTING AND CONVEYING STANDARDS FOR MY DAUGHTER OR SON TO FOLLOW WHEN SELECTING, SHARING OR EXPLORING INFORMATION AND MEDIA.**

**Parent Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Name of School:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

***AUP – Created by Ms. Mary L. Berkeley***

## **~Charles Sumner Elementary School ~ Internet Acceptable Use Policy**

When any district decides to embrace these new tools and bring the internet to their students and staff. There must be a policy in place to handle the undeniable bumps in their road to connectivity.

As we embark on this journey of writing an AUP for Camden's School District : there are some key things we need to consider:

- ☑ Staff access
- ☑ Student access
- ☑ Community access
- ☑ Consequences for not meeting or following policy
- ☑ Procedures for keeping staff, students and community account ~ able to, the implemented policy

With the spread of telecommunications throughout the modern work place, the board recognizes that employees will shift the ways they share ideas, transmit information and contact others. As staff and parents are connected to the global community, their use of new tools and systems brings new responsibilities as well as opportunities.

The board expects that all employees will learn to use electronic mail and telecommunications tools and apply them daily in appropriate ways to the performance of tasks associated with their positions and assignments. The Board will provide staff with training in the proper and effective use of telecommunications and electronic mail.

The included policy covers all key elements that are necessary or a good example of policy structure for Charles Sumner Elementary School

-----

-----

### Sumner's Mission Statement For Technology

We encourage the staff to make use of telecommunications to explore educational topics, conduct research and contact others in the educational world. We hope that the internet connection will expedite the sharing of effective practices and lessons across the district and will help stay on the leading journey of technology by forming partnerships with others across the nation and around the world.



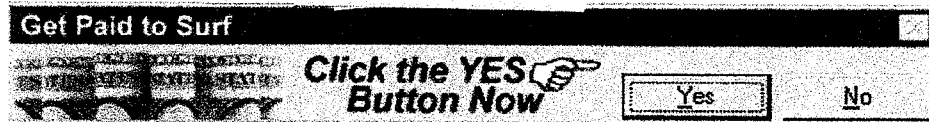
**~Charles Sumner Elementary School ~  
Internet Acceptable Use Policy**

- COMMUNICATION OVER NETWORKS SHOULD NOT BE CONSIDERED PRIVATE.
- NETWORK SUPERVISION AND MAINTENANCE MAY REQUIRE REVIEW AND INSPECTION OF DIRECTIONS OR MESSAGES
- MESSAGES MAY SOMETIMES BE DIVERTED ACCIDENTALLY TO A DESTINATION OTHER THAN THE ONE INTENDED.
- PRIVACY IN THE COMMUNICATIONS IS NOT INTENDED.
- THE DISTRICT RESERVES THE RIGHT TO ACCESS STORED RECORDS IN CASES WHERE THERE IS REASONABLE CAUSE TO EXPECT WRONG-DOING OR MISUSE OF THE SYSTEM.
- COURTS HAVE RULED THAT OLD MESSAGES MAY BE SUBPOENAED, AND NETWORK SUPERVISORS MAY EXAMINE COMMUNICATIONS IN ORDER TO ASCERTAIN COMPLIANCE WITH NETWORK GUIDELINES FOR ACCEPTABLE USE.
- ALL EMPLOYEES ARE EXPECTED TO COMMUNICATE IN A PROFESSIONAL MANNER CONSISTENT WITH STATE LAWS GOVERNING THE BEHAVIOR OF SCHOOL EMPLOYEES AND WITH FEDERAL LAWS GOVERNING COPYRIGHT.
- ELECTRONIC MAIL AND TELECOMMUNICATIONS ARE NOT TO BE UTILIZED TO SHARE CONFIDENTIAL INFORMATION ABOUT STUDENTS OR OTHER EMPLOYEES

## Appendix C

### World Wide Web Tutorial

[[LearntheNet.com](http://LearntheNet.com)]



	Search	Cool Links
	<b>About</b> Net for Beginners <input type="text"/>	<a href="#">Free Newsletter</a> <a href="#">Net for Beginners</a> <a href="#">AOL Tips</a> <a href="#">About Internet</a>

## The World Wide Web at a Glance

The Web offers a rich, exciting array of content and services. Learn how to make the most of your surfing experience in just 20 minutes. Click on the **Next** button to begin.



1. [What Is the Web?](#)
2. [What Is the Web Made of?](#)
3. [How the Web Works](#)
4. [Web Pages](#)
5. [Websites](#)
6. [Navigating the Web](#)
7. [Identifying a Hyperlink](#)
8. [How Hyperlinks Work](#)
9. [Using Web URLs](#)
10. [Examples of URLs](#)
11. [Anatomy of a URL](#)
12. [Membership Websites](#)
13. [Web Browsers](#)
14. [Anatomy of a Web Browser: The Toolbar](#)
15. [More Web Browser Anatomy](#)
16. [Specifying a Home Page in Netscape Navigator](#)
17. [Specifying a Home Page in Internet Explorer](#)
18. [Saving an Image from the Web](#)
19. [Printing a Web Page](#)
20. [Multimedia on the Web](#)
21. [Plug-Ins](#)

## Appendix D

### Language Arts Curriculum Gateway Websites:

Ideas and Classroom Activities

Literature

Teacher Resources

## **Teacher Resources**

**Language Arts:** The following language arts portal contains a listing of recommended sites for usage in the k-8 classroom setting. These sites will provide a wealth of resource materials for planning lessons, literature recommendations, ideas and classroom activities.

### **Site Address:**

**[http://learningpage.superb.net/sft/resources\\_sharp/language\\_arts/languagearts.html#lesson](http://learningpage.superb.net/sft/resources_sharp/language_arts/languagearts.html#lesson)**

### **Lesson Plans:**

**Academy Curriculum Exchange (K-5).** The Academy Curriculum Exchange offers 44 mini-lesson plans covering various language arts topics at the elementary school level.

**Academy Curriculum Exchange.** The Academy Curriculum Exchange offers an assortment of miscellaneous lesson plans for K-12. Among these you'll find language arts plans for grades K-5.

**ACCESS INDIANA Teaching & Learning Center Teacher.** The ACCESS INDIANA Teaching & Learning Center provides a collection of language arts lesson plans for grades K-12.

**Activity Search from Houghton Mifflin.** Activity Search from Houghton Mifflin features a curriculum database where the K-8 teachers can search for language arts lesson plans/activities by grade level.

**Ancient Egypt Lesson Plans for Teachers.** The Detroit Institute of Arts (DIA) provides a variety of cross-curricular lesson plans for grades 4-8 based upon the theme of ancient Egypt

**AskERIC Lesson Plans: Language Arts.** AskERIC Lesson Plans provides a searchable collection of over 50 language arts lesson plans contributed by teachers for grades K-12. Each lesson plan features an overview, purpose, objectives, activities, and resource materials. Topics include literature, creative writing, reading, and spelling.

**AskERIC lesson Plans: School Library Media Activities Monthly.** AskERIC lesson Plans provides reading/language arts lesson activities for grades 1-8 where students use reference materials in the school library.

**Ask Jeeves:** Where can I find lesson plans? Ask Jeeves provides hundreds of K-12 lesson plans for a variety of subject areas.

**A to Z Teacher Stuff:** A to Z Teacher Stuff features a collection of lesson plans submitted by teachers for grades K-12.

**Autumn's Free Activity Page for Kids:** Autumn's Free Activity Page for Kids provides weekly a variety of printable worksheets for the primary grades to complement lessons in language arts and other subject areas.

**Awesome Library:** Language Arts Lesson Plans. The Awesome Library contains a collection of hundreds of language arts lesson plans for K-12. Another good source for language arts plans from this library is Multidisciplinary.

**Browse by Theme:** Browse by Theme from Houghton Mifflin contains a collection of cross-curricular lesson plans for grades K-6. Some of themes that include plans for reading are Community, Tales and Legends, Do You Believe This?, and Tell Me a Story.

**Cooperative Learning Lesson Plan Categories:** Patrick Morris' Cooperative Learning Categories for grades K-6 contain lesson plan activities in language arts, reading comprehension, spelling, vocabulary, and writing.

**DEEP 96:** The Distance Education Environment Page (DEEP) 96 offers cooperative learning activities for a variety of subject areas in grades K-8. Language arts lesson plans include modules for reading, novels, writing, listening and speaking, and other topics.

**Educast Lesson Plan Search:** Educast, designed by Davidson and Associates for grades K-12, provides a collection of lesson plans that is updated weekly. To search for language arts plans, choose all the grade levels, select language arts as your subject, and click on Search. Each lesson plan includes printable student activity sheets that require Adobe Acrobat Reader installed on your computer.

**Educators' Web Resources:** Educators' Web Resources, created by Professor Lynn Fleming at Southeastern Louisiana University, contains hundreds of English language lesson plans for grades K-12.

**EdVenture's Teacher Resource Centre:** EdVenture Web site provides a wide variety of lesson plans for grades K-12. The lesson plans are organized by grade level and each plan is identified by subject area.

**Encarta Lesson Collection:** Encarta's Schoolhouse offers a collection of lesson plans contributed by K-12 teachers for a variety of different subject areas. To find language arts plans, [click here](#).

**Featured Childrens' Books:** Carol Hurst's Featured Childrens' Books, for grades K-6, contains a collection of lessons and activities to accompany over 25 books ranging from *Araminta's Paint Box* to *Redwall*.

**Firststeps:** Firststeps, a parenting resource also useful for preschool and K-2 teachers, provides a collection of over 25 "short and sweet" reading lessons prepared by reading specialist, Julia Brady Ratliff. To be notified when new lessons are added, email Julia.

**Gateway to Educational Materials:** (GEM). GEM, sponsored by the U.S. Department of Education, provides access to hundreds of lesson plans on the Internet, curriculum units, and other education resources for grades K-12.

**Harper Collins Teachers' Guides:** Harper Collins provides a collection of teachers' guides with discussion and study questions to novels published by the Harper Collins. Teachers are encouraged to print the guides for use in their own elementary school classrooms.

**Homework Central: Language Arts:** Homework Central provides a collection of language arts lesson plans arranged by topic for grades K-12. Teachers can also search for other language arts plans by subject or grade level in the Lesson Plan Archives.

**Houghton Mifflin's Invitations to Literacy:** Houghton Mifflin's Invitations to Literacy provides a collection of theme-related activities and related links for grades K-6 to supplement any reading series.

**Leafy Greens Council:.** Leafy Greens Council features "Cruciferous Crusaders", an integrated 26-page unit with a variety of lesson plans for grades K-3. The language arts plans contain printable game activities, student handouts, test items, and an answer key.

**Little Web Schoolhouse:** The Little Web Schoolhouse, created by the Bolivar R-1 Schools in Missouri, provide online lessons in spelling, synonyms and antonyms, identifying and classifying sentences, and plural and singular possessives for elementary school students.

**Making Multicultural Connections Through Trade Books:** Making Multicultural Connections Through Trade Books, prepared by the Montgomery County Public Schools, is a database of books with lesson plans for various subject areas. Each trade book includes bibliographical information and a brief synopsis, and in most cases, a specific lesson for using the book in the elementary school classroom. You can access the database by theme, title, cultural group, or by grade level/subject.

**Northmoor's Internet Lesson Plans for K-6 Teachers:** The Northmoor Elementary School from Oklahoma provides a collection of lesson plans for grades K-6. The site includes plans in reading as well as in language arts for K-3 and 4-6.

**Online Project Center:** About.com's Online Project Center features a variety of K-6 lesson plans contributed by elementary school teachers. The site includes plans for cross-curriculum and language arts as well for other subject areas.

**Patti's Electronic Classroom:** Windows to Reading. Patti's Electronic Classroom features phonics activities for the primary grade classroom. In addition, you'll find reading assessment tools including a hands-on alphabet assessment in the teacher's corner section.

**Project Center: Reading Activities:** Houghton Mifflin Project Center, updated weekly, features a variety of online reading projects for grades K-12. In addition, you'll find a list of Key Pals and Correspondents Exchange projects for your classroom. You can also post your own projects at [projects@hmco.com](mailto:projects@hmco.com).

**Scholastic In School:** Scholastic In School provides a collection of ready-to-use reproducible activities that can complement the K-6 language arts curriculum. You'll find printable worksheets for reading, writing, phonics, and spelling. The activities include answers keys and can be used independently of Scholastic materials.

**School Express Free Worksheets:** School Express provides a collection of over 1,000 printable and copyable worksheets for a wide variety of subject areas in grades preK-6. Teachers will find free worksheets to complement language arts, phonics, writing, as well as early childhood lessons. The site is updated weekly with new worksheets..

**Schoolhouse:** English and Language Arts. Schoolhouse, part of Teacher/Pathfinder, provides a collection of English/language arts lesson plans for reading and writing in grades K-12. You can also search the site for lesson plans.

**SCORE:** In The Classroom. The Schools of California Online Resources for Education (SCORE) provide a collection of phonics lesson plans and activities for the primary grades.



**Silly Billy's Lesson Plans:** Lesson Plans from Bill Dallas Lewis' Silly Billy Home Page contain thematic units of instruction developed by teachers for the primary grades. The Pumpkin Patch and native American Indians themes feature lesson plans for the kindergarten, while the reading and plants theme features a week's plans for the first grade. The site also offers writing ideas for one person, or a class, or school wide project.

**Teacher's Helper:** Teacher's Helper, created by Debi Flowers, for the elementary school, provides seasonal lesson plans that include ideas for getting students started in creative writing. The site, updated monthly, offers new lesson plans, suggested vocabulary, and references to American holidays.

**TeacherVision.com:** TeacherVision, part of the FamilyEducation Network, provides a collection of reading and language arts and general curriculum areas lesson plans for grades K-12.

**Teaching Ideas for Primary Teachers:** Teaching Ideas for Primary Teachers, created by Mark Warner, contains a collection English and time-filler activities to complement a K-5 language arts curriculum. The site also includes worksheets which can be printed and photocopied for classroom use.

**WebQuest Page:** Bernie Dodge's WebQuest Page contains a collection of an interdisciplinary Web-based lesson plans (WebQuests) for grades K-12. Each WebQuest includes teacher directions as well as self-instructional student activities using the Web. To find language arts WebQuests.

## **Literature:**

**Go to SitesForTeachers.com then click on Language Arts**

**Adventures of Mira:** The Adventures of Mira feature online stories for girls in grades K-4. As the girls read along, they can listen to the Mira's stories on RealAudio if it is downloaded and installed as well as hear Mira sing. In addition, they can write Mira via email.

**African Myths and Fables:** African Myths and Fables, from the Kids Zone of the Afro-American Newspaper Company of Baltimore Web site, features a collection of tales from around the world. for elementary school children.

**Animals, Myths & Legends:** Animals, Myths & Legends contains a collection of legends for grades 3-7 where students can learn about the relationship between animals and the world's indigenous peoples. The site also provides a playroom filled with learning activities to accompany the legends. The printable activities include coloring pages, crosswords, and word searches.

**Authors & Illustrators:** Authors & Illustrators, from Simon and Shuster's Kidzone for grades K-6, features biographicalsketches with photos for many authors, arranged alphabetically.

**Authors and Illustrators Page:** Authors and Illustrators Page, maintained by the Bridge Elementary School Library in Lexington, Massachusetts, features an alphabetical list of sites of children authors for grades K-6. Each site includes biographical information on the author.

**Awards & Notables:** Awards & Notables, from the American Library Association (ALA) home page, provides information about a variety of children's book awards including the Newbery Medal, which is awarded yearly to the author of the "most distinguished contribution to American literature for children" and the Caldecott Medal, which is awarded yearly to the artist of the "most distinguished American picture book for children". The site is suitable for grades preK-6.

**Canadian Teacher-Librarian's Resource Pages:** Canadian Teacher-Librarian's Resource Pages, maintained by teacher-librarian Alan L Brown, provides a variety of children's literature sites for grades K-8. Categories include authors, titles, awards, libraries, booklists, and reviews.

**Carol Hurst's Children's Literature Site:** Carol Hurst's Children's Literature Site contains a collection of book reviews and related activities for using books in various curricular areas in grades K-8. For an overview of the site, scroll to "Getting Around Our Site", click on Expanded Table of Contents. Teachers can also subscribe to a free quarterly newsletter via email.

**Children's Author Directory:** Children's Author Directory, for grades K-8, provides a wealth of information about well-known children's authors/illustrators who maintain Web sites.

**Children's Picture Book Database:** The Children's Picture Book Database, created by Miami University in Ohio, is an online electronic catalog of over 3,600 children's picture books for grades PreK-3. Teachers can search the database by topics, concepts, and skills to find books to enhance their curriculum. Each book contains a brief description, the author, and the publisher. Many of the titles are available at your local public library.

**Children's Storybook Online:** Children's Storybook Online, maintained by Carol Moore, contains a collection of original, short illustrated stories for young children, for older children, and for young adult. Among the stories are Buzzy Bee, Round Bird Can't Fly, Grow Your Own Gargoyle, The Littlest Knight, A Tale of Friendship, The Wumpalump, and Who Did Patrick's Homework?. The site also includes Carol Moore's animated story of the alphabet, some riddles, and coloring pages.

**Classics for Young People:** Classics for Young People, suitable for grades K-12, contains online the complete texts for more than 60 stories including The Wizard of Oz series, The Wind in the Willows, Twenty Thousand Leagues Under the Sea, and The Little Princess.

**Disney Books - Read a Story!:** Disney Books contains a library of illustrated Disney storybooks that primary grade children can read online. The library includes The Little Mermaid, 101 Dalmatians, Peter Pan, The Lion King, Aladdin, Bambi, and other Disney classics.

**Grimm's Fairy Tales:** Grimm's Fairy Tales, for grades K-5, provides online the complete collection of the 209 fairy tales written by the brothers Grimm and based on the translation by Margaret Hunt.

**Idea Box: Online Stories:** Idea Box provides a collection of online stories for primary grade children. In addition, site includes Children's literature resources for elementary school teachers.

**Ika's Stories:** Ika Bremer has put over a dozen of her illustrated fairy tales online for kids in grades preK-3. She's also got a page of riddles.

**Just For Kids Who Love Books:** Just For Kids Who Love Books Web site, created by teacher-librarian Alan L Brown for grades K-6, is where you can find out about your favorite authors like Roald Dahl, Beverly Cleary, and Maurice Sendak by clicking on their names in the frame on the left. To find out about books or series such as Animorphs, Baby-sitters Club, Goosebumps, scroll near the bottom in the frame on the left. The site also provides a simple form for you to fill out about your favorite books.

**Kiddie Lit on the Net:** Kiddie Lit on the Net features annotated links to stories, interactive stories, games & activities, resources, read better, recommended reading, and reviews for grades K-8.

**Kay E. Vandergrift's Special Interest Page:** Kay E. Vandergrift's Special Interest Page contains a wealth of resources about youth literature, genre fiction, women's studies, and related topics for grades K-12. To quickly find the following pages: Children's Literature, Young Adult literature, and Snow White, scroll to "Quick Start", use the pull-down menu to select an item, and click on Jump to this Page.

**Mother Goose Pages:** Mother Goose Pages, created by P. F. "Pat" Anderson, contains an alphabetical list of printable nursery rhymes and songs that teacher's can use to increase children's vocabulary. The rhymes are also grouped by theme. The site also includes tips for reading nursery rhymes in grades K-5.

**Multicultural Book Review Home Page:** Multicultural Book Review Home Page, maintained by Joe Mele for grades K-12, contains information and monthly short reviews about multicultural literature organized by topic. The site also includes related links to other multicultural resources.

**Nursery Rhymes:** Nursery Rhymes is an online collection of the traditional nursery rhymes that form a large part of western childhood experiences. You can browse an alphabetized list or select one at random. Rhymes marked with an asterisk provide information about their origins or interpretations. The site is suitable for grades K-8.

**Ongoing Tales:** Ongoing Tales, suitable for students in grades K-12, contains a collection of online serial books as well as a collection of old time favorite fairy tales, poems, and stories for the younger child. The site is updated monthly by Antelope Publishing.

**"On-Lion" Recommended Reading:** "On-Lion" Recommended Reading from the New York Public Library provides a list of books for elementary school children including picture books, summer-time reading, books for our favorite American holidays.

**Online Reading Fun:** Online Reading Fun, from a Mining Co. Guide, contains a collection of over 50 sites with online stories for students in grades K-6. For story sites from O - Z, [click here](#), and for story sites for older elementary school kids, [click here](#).

**Poems 4 Kids of All Ages:** Poems 4 Kids of All Ages features Shel Silverstein's poetry accompanied by Anne Gedde's baby photos. The site is suitable for grades K-12.

**Rainbow Land:** Rainbow Land, for preK-1 kids, features an online story with printable coloring pages and mazes to accompany the story.

**Read A Story:** Read A Story contains a collection of sites with online stories sorted by category for preschool and elementary school children. The story categories consist of early readers, parents read to children, and middle to older readers.

**Roald Dahl Index:** The Roald Dahl Index is treasure house of information about the reknown author of such children's classics as Charlie and the Chocolate Factory, James and the Giant Peach, Matilda, and Fantastic Mr. Fox.

**Robert Frost Web Page:** The Robert Frost Web Page contains a biography, selected interviews, online texts of over 40 of Frosts' best-known poems, and related Frost sites.

**Room 108:** Room 108 provides a collection of interactive animated picture books for primary grade children. These enjoyable stories include Don't Eat Your Dinner, The Snakeman, Mac's Cats, The Living Sandcastle, and Don't Count Rhinoceroses.

**Shel Silverstein:** Shel Silverstein, created by Sely Friday for grades K-6, is a page of collected information about the works and life of this multi-talented author and illustrator. The site also contains some of Sely Friday's poems.

**SignWriting Children's Stories Series:** The SignWriting Children's Stories Series provides online versions of Cinderella-Part One, Cinderella-Part Two, Humpty Dumpty, Goldilocks and the Three Bears written in English and American Sign Language for grades K-12.

**Tales to Tell:** Tales to Tell presents beautifully illustrated stories from around the world for kids in grades K-5. The stories include rhymes, fables, adventure stories, and folk and fairy tales.

## **Ideas and Classroom Activities:**

### **Go to SitesForTeachers.com then click on Language Arts**

**About.com's Homework Help:** About.com provides a searchable collection of articles that can help students with their English homework as proofreading written assignments. The site also includes a library of useful Netlinks as well as Cathy Spalding's email service for language arts questions.

**ACCESS INDIANA Teaching & Learning Center Teacher:** The ACCESS INDIANA Teaching & Learning Center Teacher provides a teacher and a student guide to language arts for grades K-12.

**Acrostics:** Acrostics from Apple Computer's K-12 Curriculum contains a variety of printable word search puzzles that can complement the elementary school language arts curriculum.

**Activity Arcade:** The Weekly Reader Activity Arcade, updated bimonthly, provides a variety of online fun language arts activities for grades 1 and 2 and for preK and K. Kids can color one of their favorite Weekly Reader pals as well as play matching word game 1 or game 2.

**Activities by the Letter:** Karen M. Potter offers practical activities from her Building Blocks to Reading for teaching preschool readers. She includes an activity for every letter in the alphabet. Another good resource for beginning readers is Alphabet Animals which has a picture page for each letter in the alphabet, with easy to use arrow links to go backwards and forwards.

**Activities for the Beginner Reader:** Activities for the Beginner Reader, provided by Calgary Herald newspaper (Canada), features a list of pre-reading and reading tips for using a newspaper in the primary grade classroom.

**AmericaReads Challenge: Ready\*Set\*Read Early Childhood Learning Kit:** AmericaReads Challenge: Ready\*Set\*Read Early Childhood Learning Kit, developed by the Department of Health and Human Services for preschool through grade 3, provides ideas to help youngsters learn about language with age appropriate games and activities. To find a variety of daily activities for promoting reading and language skills, click on an 1997-98 Early Childhood Activity Calendar. The site also contains Spanish versions of the activity guides.

**Autumn's Free Activity Page for Kids:** Autumn's Free Activity Page for Kids features a collection of printable worksheets for various subject areas that include language arts. To find these activities, scroll to "Language Arts".

**Awesome Library: Language Arts and English:** The Awesome Library, for grades K-12, contains a collection of language arts and English resources for a variety of categories including reading and writing, literature, and poetry.

**Cathy's Picnic:** Cathy's Picnic provides a variety of activities for our favorite games American holidays. The activities include email cards, riddles and puzzles, online quizzes, coloring pages, and illustrated stories of Cupid for grades K-6.

**Child Care Connection:** Preschool. Child Care Connection provides a variety of fun developmental learning activities for preschoolers. The language arts resources include alphabet games, dramatic play, dramatic play, birthday party theme, writing corner, and story time.

**Children's Book Author:** Elaine Moore. Elaine Moore's Web site, for grades K-6, offers free study guides for many of the author's books including Grandma's House, Deep River, Mixed Up Sam, and the Substitute Teacher from Mars . The site also features an Ask the Author section where the author answers many of the children's questions about her childhood, books, writing, and Elaine's life as an author.

**Classroom Connect's Teacher Contact Database:** Classroom Connect provides a searchable database of over 4,000 K-12 teacher email buddies who use the Internet in their classrooms. You can search by the teacher's name, school's name, age of the students, and by the subject area.

**Coloring Book Pals:** Coloring Book Pals features a collection of over 45 pages of your favorite Weekly Reader characters that you can color online or print out and color offline. The site is suitable for students in grades preK-3.

**Crayola Family Play:** Crayola Family Play provides hundreds of activities that require minimum teacher preparation for use in preschool and K-12 classrooms. To find language arts activities, choose from the pull-down menus an age level, language for skill, indoor for location, and click on go!.

**Creative Writing For Kids:** The Mining Company's Creative Writing Web site offers an impressive assortment of activities, advice, and sites of interest to budding writers in grades K-12. To find a collection of sites organized by age level, click on net links; to find the current week's guide to winter holiday activities, click on new feature; and to find activities for writing Haiku and other kinds of poetry, click on previous weekly features. Teachers can also find creative writing activities by scrolling to the "Parents/Teachers" section in the net links index.

**Cupcake Alphabet:** Cynthia Caldwell's Cupcake Alphabet, from Disney's FamilyFun magazine, provides 26 easy-to-follow alphabet cupcake recipes for grades preK-1.

**Curious George Rides the Bus:** Curious George Rides the Bus from Houghton Mifflin Interactive features an online game where you click on the person you want George to either take or give a hat. The game is suitable for kids from preschool to grade two.

**Curriculum Connections:** Curriculum Connections from the Park Maitland School contains a variety of online language arts games and activities for grades 1-6. You'll find hangman games and madlib stories as well as interactive spelling quizzes in the Spell-O-Matic section.

**Early Childhood Today Online:** Scholastic's Early Childhood Today magazine offers online storytelling tips, activities, and curriculum suggestions for grades preK-2.

**Ed Tech Tools:** Ed Tech Tools provides a service for creating interactive quizzes on the Web. No knowledge of HTML is necessary. For more information about this free online service, click [here](#) and to apply for a QuizCenter account, click [here](#). The site also includes a list of sample quizzes created by their quiz maker including a Dr. Seuss Trivia Quiz.

**EFL and ESL Lessons, Games, Songs!:** EFL and ESL Lessons, Games, Songs ! provides a collection of useful language arts activities for grades 3-12 from Ian Hewitt's Edutainment: How to Teach Language with Fun and Games. These games, lessons, and ideas can easily be adapted to supplement a wide variety of English speaking classes.

**Family.com:** Education. Family.com provides a collection of articles loaded with activities for grades preK-8. To find language arts activities, click on reading or writing. You can also choose the age and the topic you want from the pull-down menus in the education bank.

**FamilyEducation Network:** The FamilyEducation Network provides a wide variety of curricular resources of interest to K-12 teachers and students. To find language arts activities and online quizzes, click on an age group, and for an overview of the site, click [here](#).

**For Young Writers:** For Young Writers, part of the Inkspot Web site, provides resources and ideas for students in grades K-12 to publish their own work

**Grammar Cat:** Grammar Cat provides easy words and phrases for elementary school students to learn about nouns and verbs. The site includes bright pictures, amusing stories, and pronunciations to make the online learning fun.



**Granddad's Animal Book:** Granddad's Animal Book, created by Thomas Wright for primary grade children, is an online interactive book that has a rhyme and an animal picture for each letter of the English alphabet. Clicking on that animal will take you to a page with an illustration, a couplet, and some information on the species shown, plus links to other pertinent sites. This book also includes an online animal alphabet quiz.. The site also offers a Spanish version, an animated and sound version, and Grandad's Animal Book for Grades 4 through 6 with an assortment of activities.

**Grandpa's Tucker Rhymes and Tales:** Grandpa's Tucker Rhymes and Tales, updated monthly, features a collection of short silly poems and online humorous stories written in verse for elementary school kids. The site also offers tips and materials for teaching poetry in the Family Fun Rhyme Time section. Teachers can print out the poetry to use in their own classrooms.

**Helping Your Child Learn To Read:** Helping Your Child Learn To Read, prepared the U.S. Department of Education, provides a list of activities, from infancy to 10 years of age, to help children in reading.

**Helping Your Child Learn To Write Well:** Helping Your Child Learn To Write Well, prepared the U.S. Department of Education, provides list of activities, from infancy to 10 years of age, to help children in writing.

**Holidays:** Holidays from Billy Bear's Playground contain a wide assortment of language-arts resources for the primary grades. Kids can play games, print and color pictures, and do online activities for our favorite American holidays. The site includes activities for New Years, Valentines, St. Patrick's Day, Easter, April Fools, Mother's Day, Father's Day, Fourth of July, Halloween, Thanksgiving, Christmas, Hanukkah, and Kwanzaa.

**Holidays Around the World:** Holidays Around the World, included in Children's Literature and Language Arts Resources Page for grades K-12, contains an annotated list of holiday sites with information on the holidays, holiday stories and poems, and related classroom activities.

**Holidays Index:** Holidays Index, from There's No Page Like Home for the Holidays, contains a list of holiday poems for grades K-12. To find the list, scroll beyond the big "Holidays Table of Contents" to "Holiday Poetry Index". The site also includes a comprehensive list of favorite American holidays with thematic activites and related links for each holiday, other holiday links on the Internet, and a collection of virtual cards that you can email to your friends.

**Holidays on the Net:** Holidays on the Net features a wide variety of American holiday celebrations. Each holiday contains stories and fun thematic activities for grades K-8. For a list of all the holidays on the site, click here.

**Houghton Mifflin Spelling and Vocabulary:** Houghton Mifflin Spelling and Vocabulary provides a variety of ready-to-use resources for students to further practice and review spelling words in grades 1-6. The printable resources include crossword puzzles, word searches, word games, exercises, related reading bibliographies, and other activities. To find the resources, click on a "level", choose a "cycle", and then click on "Go".

**Jackie Robinson:** Jackie Robinson, from Troll Communications for grades 3-6, features an online quiz about the baseball hero.

**Jan Brett's Home Page:** Jan Brett's Home Page, the well-known picture book author and illustrator, provides a wealth of printable activities for primary grade children. They can make animal masks, color pages, work on fun projects, and read the "all abouts" and view lovely her drawings in the newsnotes section. Students can also send an electronic postcard from her collection of over 40 cards.

**Kate Gladstone:** The Handwriting Repairwoman. Kate Gladstone - The Handwriting Repairwoman contains everything you want to know about handwriting. For an overview of the site, click on table of contents. The site is suitable for grades K-12.

**Key Pals:** Key Pals from Teacher's Edition Online provides K-12 classroom-to-classroom connection organized by gradelevels. To list your classroom for contact with other classrooms at this site, click the email link on the appropriate grade level and include a description of your class and areas of interest. To respond to a class listed, send email to the teacher's email address listed.

**Kids Domain:** Kids Domain, suitable for grades K-8, contains a collection of holiday pages, each with background information, pictures to print and color, craft projects, word puzzles (for some holidays), related links, and other activities of interest to elementary school language arts teachers and students. The site also includes a Winter Fun page for Valentines Day, Christmas, and Chanukah.

**Kid's Games:** Longman Dictionaries' Kids' page for grades 2-6 features word puzzles and games to help students build their English vocabulary and improve their spelling.

**Kids Resume Maker:** ParentSoup provides an online kids resume maker for grades 4-8. For sample resumes, click here.

**KidsSource Online:** Early Learning. KidsSource Online offers a collection of articles providing activities, suggestions, and background information to help children learn during the preschool years and to help them develop a lifelong love of learning.

**Kids' Space Connection:** Penpal Box. Kids' Space Connection provides a collection of penpal boxes that list kids who are looking for penpals by age group. There's a penpal box for ages 6 and younger, ages 7 and 8, ages 9 and 10, ages 11 and 12, and for ages 13 through 16. For each child, you'll find their name, nickname, email address, age, country, and a short bio. There's also a class box for schools and an archive of the most recent penpal members.

**KidzPage:** KidzPage contains a collection of humorous poetry and limericks written by adults and kids and selections from Ogden Nash and Lewis Carroll. The site is suitable for grades K-5.

**Language Arts Department:** The Language Arts Department, from Terrie L. Bittner's Homeschool Teacher's Lounge for preschool and the elementary school teachers, features articles with tips and activities for teaching reading, writing, grammar, and spelling. Articles include Getting Preschoolers Ready to Read, The Alphabet, Writing Reports, and Nouns, Verbs, Adjectives, and Adverbs.

**Language Arts Web Site for Middle School Students:** Language Arts Web Site for middle school students, created by Joan Marie Brown, provides a series of Web-based learning activities.

**Land Before Time III – Story:** Land Before Time III makes a fun online reading activity for grades K-2. Kids can read the story together, afterwards play the Great Valley Race board game, and then retell the story while coloring the picture.

**Lil' Howie's Word Adventure:** Lil' Howie's Word Adventure features a collection of printable worksheets for primary grade children. The activities include compound words, word search, crossword puzzles, coloring pages, a page of riddle, and much more.

**Little Explorers:** Little Explorers, created by Enchanted Learning Software, is an online picture dictionary containing over 1,100 entries and related Web sites for preschoolers. (Many of the Web sites are of interest to elementary school students, too). Click on a letter in the alphabet at the top of the window and you'll see a page of words that start with that letter. You can also listen to the letter names. Little Explorers is available in Spanish and French versions.

**Live And Learn:** Online Colors And Reading Game. Live And Learn provides an online colors and reading game to help preschoolers learn to read the basic color words and associate them with the proper color. The site also includes hints about teaching color recognition and color names, and an Animated Picture Book of opposites for beginner readers.

**LunaFun:** LunaFun provides online interactive activities for primary grade children. Kids can create their own funny stories by changing the names of things in silly shorts, add their own pages at any point in the never-ending story, and read and add facts to Did "U" Know?

**Maureen's Read-Aloud Page:** Maureen's Read-Aloud Page contains tips and resources for reading stories and books aloud to children in grades K-8.

**Multicultural Pavilion Teacher's Corner:** Multicultural Pavilion Teachers Corner provides a variety of online multicultural resources for the K-12 language arts curriculum. Resources include teaching activities, reading lists, archives of ethnic literature, and related sites.

**Multicultural Resources:** Multicultural Resources, compiled by Inez Ramsey of James Madison University, is an extensive collection of sites providing multicultural reading sources and information for the elementary school. To browse resources for older students on African Americans, Asian Americans, Native Americans, and Hispanics, click Young Adult Literature.

**National Council of La Raza Alma Awards:** The National Council of La Raza Alma Awards offers a K-12 curriculum guide with language arts teaching activities to analyze media portrayals of minority communities and to encourage their positive and accurate portrayal in American film and television.

**NCTE: Teaching Ideas and Topics.** National Council of Teachers of English (NCTE) provides a variety of teaching ideas and topics for elementary, middle, and secondary schools. Among the topics are class activities, composition, literature, and critical thinking.

**NEA's Works4Me:** The National Education Association (NEA) provides a service where a K-12 teacher can sign up to receive weekly an email message containing a practical classroom tip contributed by fellow NEA members. The site also contains the top ten Works4Me tips, an online threaded discussion for subscribers' to exchange classroom ideas, as well as a library with over 400 tips organized by topic that includes many language arts tips in the content section.

**Parentpals.com:** Parentpals.com provides tip of the week and teaching ideas which contain many interactive activities and ideas for language arts teachers and students in grades K-12.

**ParentsPlace.com:** Children's Literature. ParentsPlace.com provides online Children's Literature Newsletter with hundreds of book reviews offering many useful language arts activities for preK and primary grades teachers.

**PBS Kids:** PBS Kids provides a collection of printable coloring pages featuring the letters of the alphabet and your favorite characters from Sesame Street. In the Preschool section, you'll find a variety of language arts activities and games. You'll also find in the Fun & Games section a coloring book with over 100 printable pages of your favorite PBS characters and online coloring pages. The site also includes a list of links to the PBS stations and schedules to watch them on more than 300 local PBS stations. The site is suitable for preschool and elementary school children.

**PBS TeacherSource Arts and Literature: Inventory.** PBS TeacherSource provides a wide variety of online arts-and-literature-related resources organized by grade level for grades preK-12. The site also includes other activities from PBS TV shows that teachers can use in their existing language arts programs.

**Platypus Webworks:** Platypus Webworks is an interactive site providing a variety of online language arts activities for kids in grades K-3, including stories, word search puzzles, and madlibs.

**Pluck A Pearl:** Pluck A Pearl is online arcade-style phonics game adapted from Knowledge Adventure's JumpStart 1<sup>st</sup> Grade Reading CD-ROM. In this Java game, kids try to find the clam that has the correct word.

**Preschool Fun:** Preschool Fun, from Dorinda Lee Perkins' Cyber-Mom Web site, provides a variety of online interactive learning letter and word activities and tests for kids in grades preK-K. In addition, the site offers a Let's Read Page with classic children's stories that are illustrated and animated.

**Reading/Language Arts Center:** Reading/Language Arts Center, from Houghton Mifflin Company, contains a collection of online activities and resources for teaching language arts in K-6. To find book summaries, biographical information, and classroom connections for various authors, click on author spotlight, and for reading activities in Spanish, click on Invitaciones.

**Rug Rats Preschool Animal Alphabet Stories Page:** Rug Rats presents a page of picture animal stories that provide a fun way for preschoolers and kindergarteners to learn their letter names of the alphabet.

**Say Hello to the World:** Say Hello to the World lets students hear the greeting "hello" in hundreds of languages from all over the world. Click on a language to hear "hello" spoken in that language. The site is suitable for grades K-8.

**Scenario Creator:** Scenario Creator, for the primary grades, makes a complete story by having you pick animal characters and write the words you want them to say. Kids can print out their stories they've created.

**Scholastic's Kids:** Scholastic's Kids Web site, for elementary students, contains the complete lists of the books for the Baby-Sitters Club, the Goosebumps collection, and the Magic School Bus series. Each book includes a short description of the story.

**Scholastic's Literacy Place:** Kids' Favorite Project. Scholastic's Literacy Place provides writing projects for grades K-6 including a pet care guide, an ad campaign, and a news report.

**SchoolHouse Rock:** The unofficial site of SchoolHouse Rock contains a collection of Grammar Rock songs that elementary school teachers can print out and use to complement their language arts programs. In addition, students can listen to them online. Song titles include "Unpack Your Adjectives", "Lolly, Lolly, Lolly, Get Your Adverbs Here", "Conjunction Junction", and "Verb: That's What's Happening".

**Scriptito's Place:** Scriptito's Place, provided by Vangar Publishers for grades 2-10, contains classroom tips on story starters, writing and editing a story, illustrating a story, and being a creative writer.

**Self-Study Quizzes for ESL Students:** Self-Study Quizzes for ESL Students contains a collection of over 450 interactive English quizzes for a variety of topics. Although these quizzes are intended for students who are beginning to learn English, they are useful for all students in grades 5-12.

**Stage Hand Puppets' Activity Page:** Stage Hand Puppets' Activity Page contains tips and patterns for making paper and scrap hand puppets to complement the elementary school language arts curriculum. The site also includes short puppet plays written by kids.

**Story Creations:** Story Creations, provided by Sears Portrait Studio, is a collection of online, holiday theme stories that elementary school students can personalize by answering a few, short personal questions. Each story requires only a few minutes to answer the questions. Students can also print out their stories to share with their classmates.

**Storytelling with the Flannelboard:** Storytelling with the Flannelboard, compiled by Inez Ramsey, provides information on how to prepare stories and materials for making flannelboards for primary grade teachers. Storytelling Kit. Storytelling Kit contains a variety of printable bear masks in the story props section and ideas for making masks. These materials can help primary school children enhance their oral language skills. guides, reading group guides, and children author biographies, and in the teacher's lounge, you'll find monthly teaching tips on topics such as Black History Month. The site is suitable for grades K-8.

**Teacher Book Club:** Classroom Activities. Planet Troll's Teacher Book Club, for grades K-8, offers monthly a selection of reproducible classroom activities from their books.

**TeacherViews:** TeacherViews, organized by grade level, contains a collection of reviews and activities based upon popular children's books for grades K-8. These teacher-developed activities are organized by grade level. The site also offers prizes for sharing your book reviews and activities with other teachers around the world.

**TEAMS Classroom Projects:** TEAMS Classroom Projects is a collection of cooperative projects in various subject areas for grades K-12. Some are open for enrollment, while others have been completed; however, all the projects offer valuable information for planning your own project as well as provide teaching ideas.

**Virtual Cards:** Virtual Cards from Yahoo is a collection email postcard sites for grades 1-12. These electronic greetings include famous paintings, flowers, contemporary scenes, birthday cards, and holiday cards.

**Weekly Idiom:** The Comenius Group provides a new idiom every week for students to broaden their English vocabulary. Students can listen to the pronunciation of the idiom and read examples of correct usage. The site also include a list of past idioms.

**World of Kindergartens:** A World of Kindergartens contains a collection of tips for teaching a letter a week using a thematic approach. These tips are alphabetically indexed and are suitable for use in any kindergarten language arts curriculum. For other ideas contributed by teachers for teaching the alphabet in kindergarten, click on Things That Work. .

**Writers' Center:** The Writers' Center provides creative writing ideas for primary grade students. For similar writing activities, click on Me Poems.

**WWW 4 Kidz:** WWW 4 Kidz provides a wide variety of word puzzles, hands-on activity pages and thematic coloring pages that teachers can print out to complement their primary grade language arts curriculum. The site is updated weekly.

**Yak's Corner:** Yak's Corner, sponsored by the Detroit Free Press, is an online kids news magazine for grades K-6. It features global, animal, and news stories of interest to kids as well as an email Yaktivites section where kids can send in short chapter to a never-ending story, 'yak' back to the Yak, or participate in the "Stars of the Week" contest. In addition, kids can enjoy the Fun and Games section with six interactive activities including printable word search and crossword puzzles.

**Young Readers:** Young Readers, part of the Penguin/Putnam publishers Web site, offers a variety of language arts resources for grades K-8. Teachers will find printable teacher's guides with discussion questions and classroom in the educational section, a list of books for the holiday seasons, excerpts from some of their books, and printable puzzles.

## Appendix E

### Basic Internet Training Evaluation Questionnaire



# "LEARN TO NAVIGATE THE NET"

Basic Internet Training  
Wednesday – 11-29-00  
Sumner School Computer Lab – 3:00PM – 5:00PM

*Please write your response to the following questions regarding the  
in-service day staff computer training using the indicated scales:*

**Questions 1 -3: 1=(Poor), 2=Below Average, 3=(Average), 4=(Above Average), 5=Excellent)**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. How do rate your general computer knowledge?  | 1 | 2 | 3 | 4 | 5 |
| 2. How do you rate your knowledge of the Internet<br><u>prior</u> to inservice training? | 1 | 2 | 3 | 4 | 5 |
| 3. How do you rate your knowledge of the Internet<br><u>after</u> inservice training?    | 1 | 2 | 3 | 4 | 5 |

**Questions 4 –10: 1=(Never), 2 =(Seldom), 3=(Occasionally), 4= (Frequently), 5=(Always)**

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 4. How often do you utilize the Internet in your<br>classroom?  | 1 | 2 | 3 | 4 | 5 |
| 5. Do you feel that you will need follow-up assistance<br>with the Internet ?                                   | 1 | 2 | 3 | 4 | 5 |
| 6. Will you be able to incorporate the Internet into<br>your teaching subject areas?                            | 1 | 2 | 3 | 4 | 5 |
| 7. Did you find the Internet to be a valuable resource<br>as an instructional tool?                             | 1 | 2 | 3 | 4 | 5 |
| 8. Will you use any of these ideas or suggestions from<br>the Internet workshop?                                | 1 | 2 | 3 | 4 | 5 |
| 9. Will you continue to use the Internet as an<br>instructional tool?   | 1 | 2 | 3 | 4 | 5 |
| 10. Do you feel that the administration should provide<br>additional technology staff development<br>workshops? | 1 | 2 | 3 | 4 | 5 |

Appendix F

Technology Staff Development Follow-Up Inventory



**TECHNOLOGY STAFF DEVELOPMENT**  
**FOLLOW-UP**  
**TEACHER USAGE/ATTITUDE INVENTORY**  
**PLEASE RETURN ALL FORMS TO MS. CAREY**  
**ROOM #113 - THANK YOU!**



NAME: \_\_\_\_\_ GRADE: \_\_\_\_\_

Please indicate your response to the following question regarding  
the workshop staff computer training session using the following scale:

1=(Never), 2 =(Seldom), 3=(Occasionally), 4= (Frequently), 5=(Always)
---

1. As the school year progresses, do you find yourself utilizing the Internet *more* since the workshop training?

1                      2                      3                      4                      5

2. Do you still feel that you are having difficulty in navigating the Internet?

1                      2                      3                      4                      5

3. Have you viewed suggested Language Arts websites from the workshop handouts?  
**If yes, please list the (URL's) website addresses:**

---

---

---

4. Have you integrated any of the ideas/activities in your daily Language Arts lesson plans from the above listed websites?

1                      2                      3                      4                      5

5. How could administration make it possible for you to feel more comfortable using the Internet?

---

---

---

### Biographical Data

Name	Joy Dickerson-Carey
High School	Archbishop Prendergast High School Drexel Hill, NJ
Undergraduate	Bachelor of Arts Political Science Chestnut Hill College Chestnut Hill, PA
Graduate	Master of Education Chestnut Hill College Chestnut Hill, PA
	Master of Arts School Administration Rowan University Glassboro, NJ
Present Occupation	<i>Success For All</i> Facilitator Charles Sumner Elementary School Camden, NJ