

Final Scientific/Technical Report

DOE award number: DE-FG02-06ER64282

Recipient: Indiana Humanities Council

Program/Project Title

Indiana Humanities Council Request for the Indianapolis Energy Conversion Inst. For Phase I of the Indianapolis Energy Conservation Res Initiative also called the smartDESKTOP Initiative.

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Executive Summary

The smartDESKTOP Initiative at the Indiana Humanities Council received critical support in building and delivering a “digital desktop” for Indiana educators through the Department of Energy Grant—DE-FG02-06ER64282. During the project period September 2006 through October of 2007, the number of Indiana educators with accounts on the smartDESKTOP more than tripled from under 2,000 to more than 7,000 accounts. An external review of the project conducted for the purposes of understanding the impact of the service in Indiana schools revealed that the majority of respondents felt that using the smartDESKTOP did reduce the time they spent managing paper. The same study revealed the challenges of implementing a digital desktop meant to help teachers leverage technology to improve their teaching and ultimately student learning. The most significant outcome of this project is that the Indiana Department of Education expressed interest in assuming responsibility for sustaining this project. The transition of the smartDESKTOP to the Indiana Department of Education was effective on November 1, 2007.

Increased Understanding from this Research

One of the understandings that resulted from this project was the key role of training and professional development in the adoption of advance teaching and learning technologies. The move to online environments that support the full range of teacher work is moving ahead. However, environments that promise to conserve paper are institutionalized slowly. In addition to the need for professional development as an integral part of the adoption process, leadership by principals and district administrators was a factor that distinguished the most successful uses of the smartDESKTOP service.

Technical Effectiveness and Economic Feasibility

The smartDESKTOP service has been constructed on standard industry technologies. These technologies have proven generally scalable and reliable.

As a service intended for the entire state, the investments made to date are proportional to the realized and the expected benefit. It is hoped that this service will ultimately save schools and districts money by providing, free of charge, services for which they now pay.

Additional Public Benefit

In addition to the potential public benefit that could accrue through paper conserving technologies in the hands of able teachers, there are two important public benefits that are likely to be realized as a result of this project. First, with the transition of the smartDESKTOP service to the Indiana Department of Education will protect the initial investments in this project and will prove instrumental in maintaining access to high quality supports for teachers across the state. Second, as part of Indiana’s efforts to create a longitudinal data system, the smartDESKTOP will serve as the hub for classroom-level creation and consumption of data about student learning and academic progress. This plan will transform the smartDESKTOP service as it exists today into a more robust and useful service for the educational community. See the announcement of Indiana’s grant award at:

<http://www.doe.state.in.us/reed/newsr/2007/07-July/datasystem.html>.

Project Accomplishments

The objectives below were provided in the initial project documentation. For each objective a short summary of accomplishments is provided.

Objective 1: The smartDESKTOP enterprise service will be launched in August 2006 in pilot schools and districts around the state of Indiana.

Summary Objective 1: The Enterprise version of the smartDESKTOP was launched in August of 2006 as version 2.0 of the smartDESKTOP. Versions 2.1 and 2.2 were launched successively in October and December. Each release provided additional functionality to schools. Schools and districts using the smartDESKTOP at one level or another were: North Daviess Community Schools, Irvington Community School, Mitchell Community Schools, Salem Community Schools, and Needmore Elementary in Bedford North Lawrence Schools. Version 3.0, providing secure access for parents and students, was released in April, 2007.

Objective 2: A sustainability model that includes a business plan, financial models, and operations plan will provide direction to the design, development, and deployment of the Desktop.

Summary Objective 2: In September 2006, a business and operations plan was approved by the board overseeing the project. This plan spoke to key components of a business plan including product development, communications and marketing, user support, personnel and staffing allocations, financial models, and risk management.

Objective 3: The smartDESKTOP Initiative will become a key asset to schools by *conserving paper resources, strengthening home and school communication, and providing uniform tools for the curriculum, assessment, and instruction and collaboration tasks of teachers.*

Summary Objective 3: In August of 2007, an evaluation of the project was completed and provided the following results (The full results of the evaluation can be seen in Appendix A):

<i>Do you feel the smartDESKTOP has helped you accomplished the following:</i>				
	yes	no	Rating Average	Response Count
spend less time managing paper?	66.7% (20)	33.3% (10)	1.33	30
spend more time teaching?	51.7% (15)	48.3% (14)	1.48	29
connect teachers with each other and other professional networks?	46.7% (14)	53.3% (16)	1.53	30
provide standards-aligned rich resources to enhance teaching and learning?	70.0% (21)	30.0% (9)	1.30	30
provide a platform to improve productivity and collaboration?	70.0% (21)	30.0% (9)	1.30	30
<i>Please check all the features you currently use in smartDESKTOP?</i>				
			Response Percent	Response Count
resource connection			67.9%	19
smartPLANNER			82.1%	23
rubric builder			28.6%	8
online storage			53.6%	15

lesson plan sharing	39.3%	11
calendars	53.6%	15
announcements	17.9%	5
forums	7.1%	2
knowledge base	10.7%	3
homework websites	28.6%	8
reports on curriculum coverage	21.4%	6

Objective 4: The suite of digital tools for teachers will be tested by pre-service and in-service teachers during the 2006-2007 school year.

Summary Objective 4: During the 2006-2007 school year, a significant growth in accounts took place. By the end of 2006 there were nearly 2000 accounts with individual teachers across the state comprising 75% and educators in schools and districts using the Enterprise Edition comprising the remaining 25%. By June 2007, the number of accounts had grown by another 1,000 standing at 3,127 accounts with individual teachers accounting for most of the growth and making up 84% of all accounts. By early November 2007, accounts had grown to around 7,000 due to a partnership with an organization focused on school improvement.

While the majority of account holders were practicing teachers, there were pre-service teachers and teachers taking part in additional academic training who requested accounts. These individuals learned of the smartDESKTOP service through a presentation in a college class or by attending a conference or were informed by their professors.

Throughout the life of the project, teachers using the smartDESKTOP have been strong allies in making the system better for everyone. Each time a new version was released, it was possible to provide improvements and enhancements that teachers had indicated were important to their use/context.

Objective 5: A multi-layered professional development strategy will be put in place to support the deployment of the smartDESKTOP.

Summary Objective 5: The following supports were provided for users over the 2006-2007 school year.

- Getting started guide
- A printable manual
- Discussion boards for asking questions
- Discussion boards for sharing ideas
- Step-by-step tutorials
- Web-based training
- E-mail support

Additionally, in August of 2007, a fully documented and indexed help system was launched to provide thorough documentation and step-by-step instruction for all functions of the smartDESKTOP (<http://www.doe.state.in.us/smartdesktop/WebHelp/ApplicationHelp.htm>)

Project Activities

During the project period 9/01/2006 through 10/31/2007 (a no-cost extension of six months was filed, See Appendix A), the smartDESKTOP Initiative focused on extending the capabilities of the software service provided to schools. Activities supporting this effort included the following:

- Releasing successive versions of the smartDESKTOP software including
 - 2.1—October '06
 - 2.2—December '06
 - 3.0—April '07
 - 3.1—August '07
 - 3.2—September '07
- September '06—Completing a business and operations plan to address project sustainability
- August '07—Completed external review of the project (Full results available in Appendix A)
- October 31 '07—Transferring the smartDESKTOP service to the Indiana Department of Education (See Appendix B)

The project was kept on course by the business and operations plan as well as the utilization of an agile approach to software development. This kept us focused on producing working software for teachers.

The main change in course was the decision to transfer the project to the Indiana Department of Education rather than to seek sustainability through sales of services to schools as the business plan had outlined. This decision is favorable in many ways including the prospects that such a decision brings for long-term sustainability.

Products and Technology Transfer Activities

As mentioned above, the smartDESKTOP service has been transferred to the Indiana Department of Education. More information about the project is available here:

www.smartdesktop.org.

This service is a combination of technologies that are presented to the end user in a unified and integrated interface. The functionality is built on a u-Portal foundation (a J2EE (Java) portal using "best of breed" open source technology, the defacto standard for open source education portals).

Work on the smartDESKTOP has led to many collaborations formal and informal. One key network that has been developed, in during this project period, is that of the Resource Providers who provide the curricular content available in the smartDESKTOP. This consortium of organizations now 70 strong represents a good cross section of local, state, and federal agencies and organizations that are working together to provide teaching and learning resources to Indiana educators. The Indiana Humanities Council continues to maintain this network and the work product of this network the collection of teaching and learning resources known as the Resource Connection. This collection can be viewed at: <http://resources.smartdesktop.org>. The list of Resource Providers is available in Appendix D.

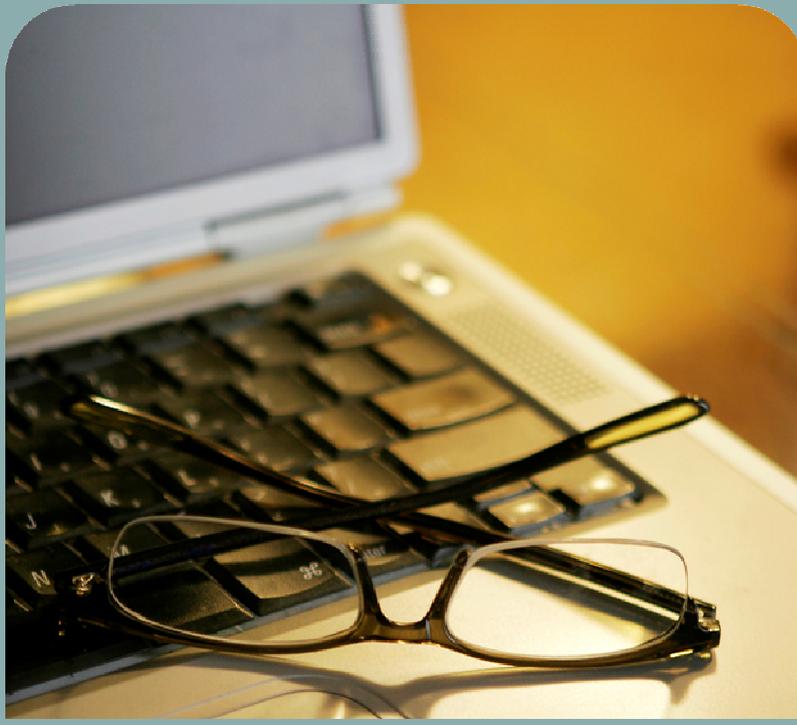
Budget Report

The original grant award was \$962,000. The unspent balance of the award is \$51.53.

Appendices

INDIANA HUMANITIES COUNCIL

The smartDESKTOP Evaluation



2007

Julie A. Bohnenkamp | Joanna L. Ray

smartDESKTOP Evaluation

I. INTRODUCTION

“Teachers are curious to find new tools and new things to improve their teaching. Connecting teachers through the smartDESKTOP will broaden their horizons.”

smartDESKTOP personnel

The smartDESKTOP is a suite of tools delivered over the internet designed to improve teaching and learning. Educators can use these tools to support their work in the areas of instructional planning, curriculum management, data management of student learning, and collaboration with other professionals. The smartDESKTOP was established under the direction of the Learning Collaborative, an affiliate of the Indiana Humanities Council, with research and development investments of more than \$6 million from a variety of funders. In conjunction with the other efforts of the Indiana Humanities Council, this educational initiative aims to strengthen Indiana communities by providing rich curricular resources, cutting edge technologies, and excellent professional development to Indiana educators.

The Indiana Humanities Council’s smartDESKTOP team is comprised of a team of professionals from a vast array of backgrounds including instructional design and technology, humanities, education, and library and information science.

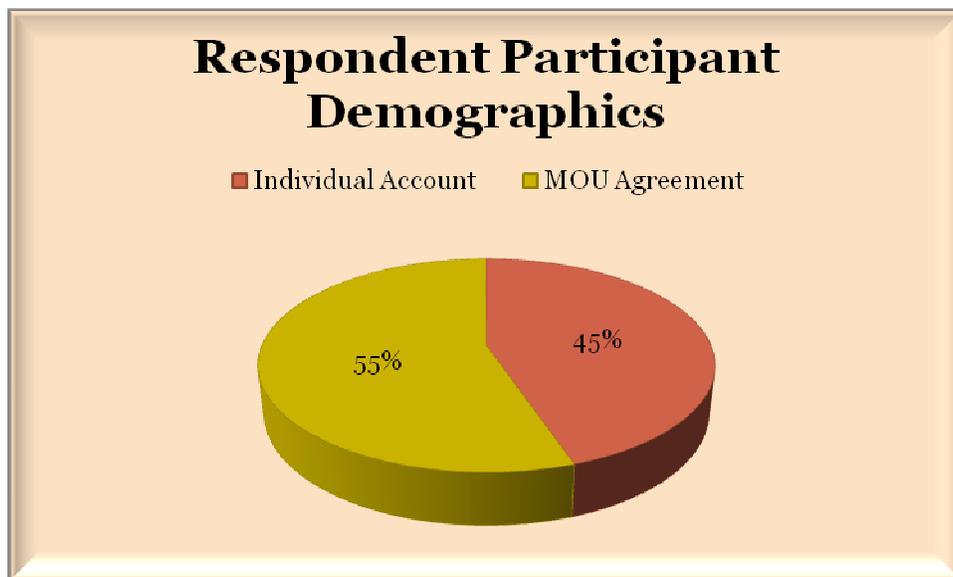
This evaluation study examines the effectiveness of the smartDESKTOP tools for the classroom teacher. Within the context of this project, effective models of technology adoption are explored by studying the success of schools and/or districts that have committed to the smartDESKTOP and have begun implementation. In addition, the individual classroom teacher is also examined in terms of reasons for adoption, changes to work flow habits, and ultimately changes to classroom instruction.

II. PROCEDURES

"I believe in the smartDESKTOP."
Principal

This evaluation gathered a variety of data for the development of this final report. Interviews were conducted with each member of the smartDESKTOP team to provide the initial background information regarding the vision of the smartDESKTOP product and current activities. Additional face-to-face interviews were conducted with school partners' administrators, technology coordinators, and teachers who were considered "power users" of the smartDESKTOP at four of the pilot schools. For the purposes of this evaluation, a "power user" can be defined as an individual who has adopted one or more of the smartDESKTOP tools and utilizes the program regularly. These schools who participated in these interviews were Mitchell Jr. High School, Irvington Community School, Needmore Elementary School, and Salem Community Schools.

A thirty question survey was distributed via e-mail to all individuals who had a smartDESKTOP account. Ninety-six individuals responded to this survey and this served as another important set of feedback data for the conclusion of this report. Additional login reports and Memorandum of Understanding (MOU) documents with existing partners were reviewed in accordance with all other data collected. Teachers who responded to the survey represent over forty-five school districts from Indiana. 55% of the individuals who responded to the survey were teachers who had created a smartDESKTOP account on their own while 45% of the respondents were participants from schools who were part of a MOU agreement.



GUIDING QUESTIONS AND DATA ANALYSIS

WHAT ELEMENTS OF THE SMARTDESKTOP WERE THE DECIDING FACTORS FOR DISTRICT OR WHOLE-SCHOOL ADOPTION?

“We had a connection to the smartDESKTOP personnel to start with. Then we focused on the need for homework and the resource availability to parents.”

Principal

In most cases there was one particular element of the smartDESKTOP that schools were seeking instead of looking at the entire suite of tools of the smartDESKTOP in terms of full functionality. In one of the more recent MOU agreements, the notion of a full-scale calendar system was very appealing.

The ease of use of the homework sites was also very visible to the schools. With the emphasis on standards-based lesson planning in the state of Indiana, ironically it was noted by a smartDESKTOP personnel representative, that this feature was not the main determining factor in adoption.

Administrators noted that were excited to see the reporting features included with details on standards covered. The whole idea that they can monitor the coverage of the curriculum and get a new source of data for school improvement is deemed desirable. At the time of the report, no administrator had begun to utilize this functionality.

One of the reasons for adopting the product for one administrator at Needmore Elementary was the perception that this is where technology was heading. This administrator stated,

“I feel like every year we will advance and I think in ten years, this is where we will all be and the program will advance. The program will grow in capability and older teachers will retire and newer more technologically savvy teachers will take their place.”

This administrator did mention that in hindsight, this product would need to be adopted at a corporation-wide level for complete “buy-in” rather than a school-based initiative. The administrator was excited about using the lesson planning at home and having it all in one place, but then during the implementation, the corporation had many of the tools in different places and teachers were expected to utilize the district selections. Within Needmore Elementary, the corporation expected the teachers to use a paper/pencil lesson planner thus this conflicted with the expectations at a school-level of an electronic planner.

Several of the schools participated in the MOU agreements because of existing collaborations and relationships with smartDESKTOP personnel. The “foot in the door” approach was not the main deciding factor, but it did assist in getting conversations started. Mitchell adopted the tool initially because of their desire to begin to have homework websites for all teachers. The administrator of this school did say that they would have still been interested in the smartDESKTOP without existing relationships because it fit in with what they were trying to accomplish. They may have not been as quick to move to adopt without this relationship.

In another incident, the adoption was teacher-driven. For Salem, one “power user” teacher enjoyed the software so much that she encouraged her school to "buy in" for the pilot.

WHAT ARE SOME OF THE IDENTIFIED REASONS FOR TEACHER ADOPTION OF THE SMARTDESKTOP?

“Mandates from the top-down aren’t effective. Cynically I’d say you have to get people to think it’s their own idea. You can sell it to them, and you’ve got to build a consensus. The consensus here was “yes”, this is something we want to do.”

Principal

According to the teacher survey, 42% of teachers stated their main purpose for using the smartDESKTOP was for the standards-based lesson planner. 21% of teachers specified “other” reasons for adopting the smartDESKTOP. The majority of these users were told to use the smartDESKTOP by school administration for specific purposes, including: homework hotline, data collection, and electronic lesson planning.

Some teachers mentioned they adopted smartDESKTOP because they were expected to use it for the pilot or EPIC grant. EPIC (Evidence-based Professional and Instructional Change) is a two-year collaboration between Ball State University, the Indiana Humanities Council, and the participating schools. It is funded by a grant from the Indiana Commission for Higher Education (ICHE).

The EPIC teachers used the smartDESKTOP Community features (forums and knowledge base) within smartDESKTOP and had a series of private forums in which they discussed the Understanding by Design (UbD) model and other Curriculum issues with the Ball State professors as they designed their own units of instruction. There are also some general forums open to all teachers within the portal about the UbD model. In addition, the teachers have posted drafts of their units to the knowledge base to share and provide each other feedback. The teachers also held an institute at the Indiana Humanities Council, where they shared the work that they were doing in their classrooms with the other teachers.

Teachers from participating MOU agreement schools adopted the smartDESKTOP because of the pilot agreement. While some administrators allowed teachers to “buy in” to the product, other administrators required that teachers use the program to meet the specific goals outlined in the MOU agreement. With Mitchell’s initiative, teachers adopted the smartDESKTOP because of the school-wide focus to launch homework websites. Teachers also explored the smartPLANNER lesson plan feature. A teacher at Mitchell liked using the smartDESKTOP because it was more up-to-date than the system currently in place.

"This is a tool that I go in once, I type it in, I check a box and it is on the Internet. For me, it saves time, I can put everything online worksheet quizzes, PowerPoint presentations, everything is there so that the kids have it at home and they can't come to me to say I forgot my worksheet at home."

What was your MAIN purpose or goal for using the smartDESKTOP?

	Response Percent	Response Count
standards-based lesson	42.0%	34

planning			
collaboration with colleagues		8.6%	7
the resource connection		13.6%	11
online file storage		7.4%	6
shared calendar		7.4%	6
other		21.0%	17

A teacher from Salem Middle School felt that the best way to get “buy-in” from teachers would be to start with the homework website feature. After the initial mastery of this skill, the natural curiosity will expand the use. It was noted by a teacher in Salem that the administrators felt that the standards-based lesson planning was their main goal, but they decided to start with the homework as a way to begin with teachers.

A “power user” indicated that different components of the smartDESKTOP were effective for different purposes. She felt that the teachers would benefit more from standards-based lesson planning and students would benefit more from the homework website.

The data table below outlines the results indicating how users felt about each component of the smartDESKTOP.

GOAL OR PURPOSE FOR USING SMARTDESKTOP

	<i>Technology Skill Level</i>			<i>SmartDESKTOP initiative</i>	
	Beginner	Intermediate	Advanced	Enterprise (MOU)	Professional (non-MOU)
Standards-Based Lesson Planning	16.7% (1)	50% (25)	32.0% (8)	32.6% (15)	54.3% (19)
Collaboration with colleagues	83.3 % (5)	2.0%	4.0% (1)	10.9% (5)	5.7% (2)
Resource Connections	0%	16% (8)	12.0% (3)	8.7% (4)	20% (7)
Online File Storage	0%	6% (3)	12.0% (3)	10.9% (5)	2.9% (1)
Shared Calendar	0%	8% (4)	8.0% (2)	8.7% (4)	5.7% (2)
Other: (including Homework)	0%	18% (9)	32% (8)	28.3% (13)	11.4% (4)

WHAT ARE SOME OF THE IDENTIFIED REASONS FOR NO USE AFTER INITIAL ACCOUNT CREATION?

“There were some limitations to the program that make me unsure about using it.”

4th Grade Teacher

Based on the teacher survey, 10% of users created an account, but never logged back in. 29.2% logged in once or twice, but never logged back in. The percentage of inactive users of the smartDESKTOP makes up almost 40% of the users surveyed.

In the survey, teachers were asked to describe themselves as a beginner, intermediate, or advanced users based on their level of technology expertise. The data in the table below presents some of the main reasons for no initial use after account creation based on those levels. Self-proclaimed beginning technology users were the most likely to stop using the smartDESKTOP after the initial account creation. 52.9% of beginners either logged in once or twice or didn’t log in at all after the initial account creation.

Intermediate technology users were the second most likely to stop using the smartDESKTOP after the initial account creation. 45.4% of intermediate users did not log back after the initial account creation or after one or two times. For beginner and intermediate technology users, the majority felt that not having enough “time to explore” the smartDESKTOP was the main factor that prevented them from utilizing the smartDESKTOP beyond the initial account creation. At 34.5%, users who described themselves as advanced were least likely to stop using the smartDESKTOP. The majority of advanced technology users’ surveys listed that they “didn’t find an immediate need” as their main reason for no use after the initial account creation.

REASONS FOR NO USE AFTER INITIAL ACCOUNT CREATION

	<i>Beginner</i>	<i>Intermediate</i>	<i>Advanced</i>
Teachers did not understand the functionality	16.7% (1)	10.7% (3)	9.1% (1)
Teachers needed more training	16.7% (1)	17.9% (5)	18.2% (2)
Teachers didn’t find an immediate need	0%	7.1% (2)	45.5% (5)
Teachers didn’t have time to explore	50% (3)	57.1% (16)	27.3% (3)
Other Reasons	16.7% (1)	28.6% (8)	27.3% (3)

HOW DO TEACHER DEMOGRAPHICS INFLUENCE PRACTICE?

“I enjoyed learning how to use this program. I look forward to additional training, and would highly recommend that this program be used district-wide in our school.”

High School Teacher

Of the respondents from the survey who felt that they were beginning technology users, 42.9% felt that the smartDESKTOP was challenging to the point of discouraging. This lessened, however, as the user gained more technological knowledge. Only 14% and 4.2% of the intermediate and advanced users, respectively, answered in this manner. The majority of intermediate and advanced technology users both felt that some aspects were more challenging than others.

Based on the teacher survey, the intermediate and advanced users of technology were much more willing to explore on their own. 83.3% of the advanced users and 58.3% of the intermediate users learned the smartDESKTOP by personal exploration. However, only one respondent who deemed themselves a technology beginner answered that he/she explored on their own. Because of the personal exploration of the intermediate and advanced users, findings indicate that these users are utilizing a variety of the smartDESKTOP tools while beginners are using much less. According to the survey, only one beginning technology users has implemented the smartPLANNER feature. 69.4% of intermediate technology users took advantage of this feature and 76.5% of advanced technology users. In these categories, the smartPLANNER was the most utilized feature.

BEGINNER USERS

Of 9 beginner users, 44% responded to this question.

<i>Please check all the features you currently use in smartDESKTOP?</i>		
	Response Percent	Response Count
resource connection	25.0%	1
smartPLANNER	25.0%	1
rubric builder	25.0%	1
online storage	25.0%	1
lesson plan sharing	50.0%	2
calendars	0.0%	0
announcements	0.0%	0
forums	75.0%	3
knowledge base	50.0%	2
homework websites	0.0%	0
reports on curriculum coverage	0.0%	0

INTERMEDIATE USERS

Of the 57 intermediate users, 63.2% responded to this question.

<i>Please check all the features you currently use in smartDESKTOP?</i>		
	Response Percent	Response Count
resource connection	58.3%	21

smartPLANNER	69.4%	25
rubric builder	30.6%	11
online storage	36.1%	13
lesson plan sharing	30.6%	11
calendars	38.9%	14
announcements	16.7%	6
forums	8.3%	3
knowledge base	13.9%	5
homework websites	13.9%	5
reports on curriculum coverage	13.9%	5

ADVANCED USERS

Of the 27 advanced users, 64% responded to this question.

<i>Please check all the features you currently use in smartDESKTOP?</i>		
	Response Percent	Response Count
resource connection	70.6%	12
smartPLANNER	76.5%	13
rubric builder	23.5%	4
online storage	47.1%	8
lesson plan sharing	23.5%	4
calendars	47.1%	8
announcements	17.7%	3
forums	5.9%	1
knowledge base	11.8%	2
homework websites	23.5%	4
reports on curriculum coverage	17.7%	3

IS WILLINGNESS TO USE THE SMARTDESKTOP BASED ON THE DEMOGRAPHICS?

“Whenever you do any type of technology, you’ve got the guy who is the ‘technology geek’ that jumps on it and runs. Then the other extreme is the ‘techno-phobe’ that is scared of it, and then most of us are somewhere in the middle.”

Principal

There is evidence based on the interviews and survey results that the willingness to use the smartDESKTOP is based on demographics, particularly the level of expertise a teacher may have with technology. Even the advanced technology users indicated that lack of time was a factor in utilizing the tools in smartDESKTOP to its fullest capacity.

In addition, a “power user” indicated that the intermediate user would be the best target for implementation. This technology leader quoted:

"It's advantageous for the mid-range computer savvy individual. People who are high tech already have a system in place and people who are afraid of computers don't want anything to do with them. So you have the mid-range group of people who will be willing to try it and see the potential."

The data provided from the teacher survey supports this quote. Although 75% of beginning technology users were part of a smartDESKTOP initiative and the majority received some type of face-to-face training, the beginning users were the most hesitant to implement the smartDESKTOP. The majority of the survey respondents were considered intermediate technology users. 41.8% of intermediate users created an account on their own, and 63% are using the features available in smartDESKTOP. The majority of intermediate users stated they would like to use the smartDESKTOP in the upcoming school year. Although the majority of intermediate users feel that lack of time keeps them from using the smartDESKTOP, the fact that 58.3% want to use the smartDESKTOP again demonstrates the willingness of the intermediate demographic to learn and use the smartDESKTOP effectively. This percentage was even higher than the advanced technology users. Only 14.3% (1 user) from the beginner demographics specified wanting to use the smartDESKTOP again.

The teacher survey data also demonstrates that the intermediate users have the desire to learn the technology. A smartDESKTOP “power user” from Salem Community Schools actually describes herself as an intermediate user of technology; however she has been the pioneer of the smartDESKTOP in her school corporation and now utilizes many of the features on a daily basis. When she first found out about smartDESKTOP two years ago from a colleague and then saw it at an Indiana Humanities conference, she said *“I thought I had to use it!”* It was curiosity that originally caught her attention. Of users who spent over 20 hours learning to use the smartDESKTOP effectively, 66.7% were intermediate technology users. The remaining 33.3% was advanced technology users. None of the beginner technology users spent more than 5-10 hours learning the program, and 71.4% spent under 5 hours.

WHAT HAS BEEN THE SCOPE OF USE OVER TIME AS THE TEACHERS GAINED EXPERIENCE WITH THE SMARTDESKTOP?

“I recently found the feature under Tools for saving websites and files. This has been very useful.”

High School Teacher

With the smartDESKTOP project still in its infancy, there is not sufficient data of use over time. However, identified teachers who have used the smartDESKTOP for more than a two-year period have gradually utilized more functionality. Many initially start out using one component, but increase their use of additional tools within the smartDESKTOP.

The same “power user” as identified in the previous question has been using the smartDESKTOP for a full two year period. She is utilizing lesson plans, homework helpers, the resource library,

gradebook and the calendar feature. However, most of her colleagues are just now at an awareness level. It can be predicted that users will begin to become more of a full functionality user after initial master of one aspect of the tool instead of focusing on many tools all at once.

HOW HAS THE SMARTDESKTOP INFLUENCED THE PROFESSIONAL PRACTICES OF TEACHERS IN INDIANA?

“Overall I found the smartDESKTOP to improve the quality of my lesson plans. I am more aware of the standards.”

Teacher

At the time of this report, it may be too early to determine the level of impact the smartDESKTOP will have on the professional practices of teachers in Indiana. However, the outlook is promising. Of the teachers surveyed, 53.3% plan to use the smartDESKTOP again in the upcoming school year and only 15.6% plan to discontinue their use. 31.2% are undecided stating they would "maybe" use it again. 40.5% of teachers said they would like to see the smartDESKTOP implemented district-wide in the future, and only 16.2% said they would not.

Of the teachers using the functionality of smartDESKTOP, 68.4% use the smartPLANNER which directly ties into the Indiana Academic Standards. It was noted in an interview with a "power user" teacher that she found that she was more thoughtful towards the standards when planning her lessons with the smartPLANNER. Of the respondents surveyed, 59.7% use the standards-aligned resources, and 60.3% believe the smartDESKTOP have provided standards-aligned rich resources to enhance their teaching.

Do you feel the smartDESKTOP has provided standards-aligned resources to enhance your teaching and learning?

Yes	No	Response Count
60.3% (44)	39.7% (29)	73

In addition, 65% of the teachers found that the smartPLANNER either did or somewhat increase their overall productivity in developing lesson plans, and 78.1% of teachers believe the smartPLANNER either did increase or somewhat increase their awareness to the Indiana Academic Standards.

If you use the SmartPLANNER feature:

	yes	somewhat	no	Rating Average	Response Count
Is the smartPLANNER easy to use and manipulate?	50.0% (21)	42.9% (18)	7.1% (3)	1.57	42
Do you find the features of the smartPLANNER increased your overall productivity in developing and planning lessons?	42.5% (17)	22.5% (9)	35.0% (14)	1.93	40
Do you feel the quality of your assignments have increased due to smartPLANNER?	37.5% (15)	17.5% (7)	45.0% (18)	2.08	40
Do you feel smartPLANNER decreases the overall time you	25.6% (10)	23.1% (9)	51.3% (20)	2.26	39

spend planning?					
Do you feel smartPLANNER has increased the overall attentiveness to standards in your lessons?	48.8% (20)	29.3% (12)	22.0% (9)	1.73	41

The Resource Connection is another feature of the smartDESKTOP that is directly linked to the Indiana Academic Standards. For the 39.7% of teachers who used the Resource Connection feature, an overwhelming majority (93.9%) said that this feature either did or somewhat increase their overall quality and enhancement of lesson plans. 72.8% said the Resource Connection either did or somewhat save them time planning, and 82.3% said the Resource Connection either did or somewhat increase their overall productivity.

<i>If you use the Resource Connection, do you feel this feature:</i>					
	yes	somewhat	no	Rating Average	Response Count
saves you time planning?	36.4% (12)	36.4% (12)	27.3% (9)	1.91	33
increases your overall productivity?	38.2% (13)	44.1% (15)	17.6% (6)	1.79	34
increases the overall quality and enhances your lessons?	51.5% (17)	42.4% (14)	6.1% (2)	1.55	33

As the smartDESKTOP continues to expand its clientele throughout Indiana, it is predicted that current users will continue to deepen and strengthen their usage of the smartDESKTOP. This program has the potential to positively influence the professional practices of teachers. The smartDESKTOP gives teachers an opportunity to align their curriculum directly to the Indiana State Standards fluently in their lesson planning and teaching. In addition, users are also able to share these standards-aligned lesson plans with other teachers and administration. When used over time, the smartDESKTOP may also help teachers to work more efficiently and reduce their plan time.

DOES THE SMARTDESKTOP IMPROVE THE PLANNING PROCESS OF STANDARDS-BASED LESSONS?

“The first year I used the smartDESKTOP, I looked back at my standards and noticed an area I missed. I looked at the holes in what I was doing. I’m learning I need to branch out, and make sure I don’t have twenty of the same standard.”

Power User Teacher

Of the teachers surveyed, approximately 31% are taking advantage of the smartPLANNER lesson planning tool. 42% of teachers stated in the survey that the lesson planning feature, the smartPLANNER, was their main goal or purpose for using the smartDESKTOP. 30.8% found the smartPLANNER to be the most effective feature of the tools listed.

What do you think is the most effective feature of the smartDESKTOP? (Please rank in

<i>order of effectiveness; 1 being the most effective, and 6 being the least effective)</i>								
	1 - most effective	2	3	4	5	6 - least effective	I never used this feature	Response Count
collaboration features	6.3% (5)	7.6% (6)	21.5% (17)	7.6% (6)	5.1% (4)	1.3% (1)	50.6% (40)	79
smartPLANNER (lesson planning)	30.8% (24)	14.1% (11)	11.5% (9)	5.1% (4)	3.8% (3)	3.8% (3)	30.8% (24)	78
resource library (standards-aligned resources)	17.7% (14)	22.8% (18)	16.5% (13)	3.8% (3)	7.6% (6)	6.3% (5)	25.3% (20)	79
rubric builder	3.8% (3)	10.1% (8)	13.9% (11)	8.9% (7)	5.1% (4)	3.8% (3)	54.4% (43)	79
online storage	15.4% (12)	21.8% (17)	9.0% (7)	2.6% (2)	6.4% (5)	3.8% (3)	41.0% (32)	78
shared calendar	6.5% (5)	16.9% (13)	9.1% (7)	6.5% (5)	3.9% (3)	3.9% (3)	53.2% (41)	77

One administrator mentioned that the teachers were more cognizant of standards while planning their lessons. This planning still did not indicate if that standard was truly taught. One “power user” stated that after she used the smartPLANNER for a year, she went back to discover she had failed to address standards. The smartPLANNER gave her an opportunity to “fill in the holes” to ensure she met all the standards for her grade level.

The majority of teachers who used the smartPLANNER felt they spent less time managing paper. The majority also felt that this feature provided standards-aligned resources to enhance their teaching and learning, while providing a platform to improve their productivity and collaboration. These characteristics would imply that the lesson planning feature of the smartDESKTOP does in fact improve the planning process for teachers.

<i>Do you feel the smartDESKTOP has helped you accomplished the following:</i>				
	yes	no	Rating Average	Response Count
spend less time managing paper?	66.7% (20)	33.3% (10)	1.33	30
spend more time teaching?	51.7% (15)	48.3% (14)	1.48	29
connect teachers with each other and other professional networks?	46.7% (14)	53.3% (16)	1.53	30
provide standards-aligned rich resources to enhance teaching and learning?	70.0% (21)	30.0% (9)	1.30	30
provide a platform to improve productivity and collaboration?	70.0% (21)	30.0% (9)	1.30	30

43.8% of the teachers surveyed did not use the smartPLANNER. The main reason for limited use was the lack of time. Some teachers said they didn’t know how to use the smartPLANNER or that it was too hard to set up and use effectively. Others didn’t see the benefit because they either had their own program, would rather write their plans down on paper, or already had their lesson plans ready for classroom use.

At Irvington, teachers did not use the smartPLANNER feature because the textbook manufacturer provided “a very rich opportunity for easy lesson planning” and was aligned to the teaching materials and the Indiana Academic Standards. One “power user” interviewed said she

loves the smartPLANNER, but does not use it the way it was intended. After she figured out her own “niche” for using the program, it works more effectively for her.

There is a correlation between the usage of smartPLANNER and Resource Connection. Teachers who use the smartPLANNER are also more inclined to use the Resource Connection, which also provides standards-aligned curriculum. The teacher survey shows about a 20% increase in use of Resource Connection from teachers who use the smartPLANNER than from those who do not.

HAS THE SMARTDESKTOP INCREASED OR IMPROVED THE TEACHER’S ABILITY TO UTILIZE DATA PRACTICES FOR DISTRICT MANDATES?

“I know that this is a tremendous program - I just haven't found adequate time to utilize the wealth of information and programs that are available on it.”

Special Education Teacher

Within the reporting feature, one elementary teacher felt that the data reporting is an asset, but that it would be more of an asset at the middle school level. Many schools chose in the first year to focus on one aspect of the smartDESKTOP thus many did not take full advantage of the data reporting features.

According to the survey, only eight teachers used reports on curriculum coverage. This is only 8.3% of users surveyed taking advantage of this feature. In the administration interviews, only one school (Salem) had started to use this feature.

WHAT ASPECTS OF THE PROFESSIONAL DEVELOPMENT INITIATIVES HAVE BEEN MOST USEFUL FOR SUCCESSFUL IMPLEMENTATION?

“I attended a smartDESKTOP workshop. There were only the 3 from my school during the application part of the workshop so we got a lot of individual attention.”

6th Grade Teacher

MOU School Survey Data

When it comes to professional development, the survey results demonstrate that 62% of teachers said they explored the software on their own, and 35.4% received whole class training. 17.7% received individualized instruction, and only 8.9% reviewed online documentation and tutorials.

How did you learn to utilize the smartDESKTOP? (check all that apply)

	Response Percent	Response Count
I received whole class training in my school.	35.4%	28
I received one-on-one training in my	17.7%	14

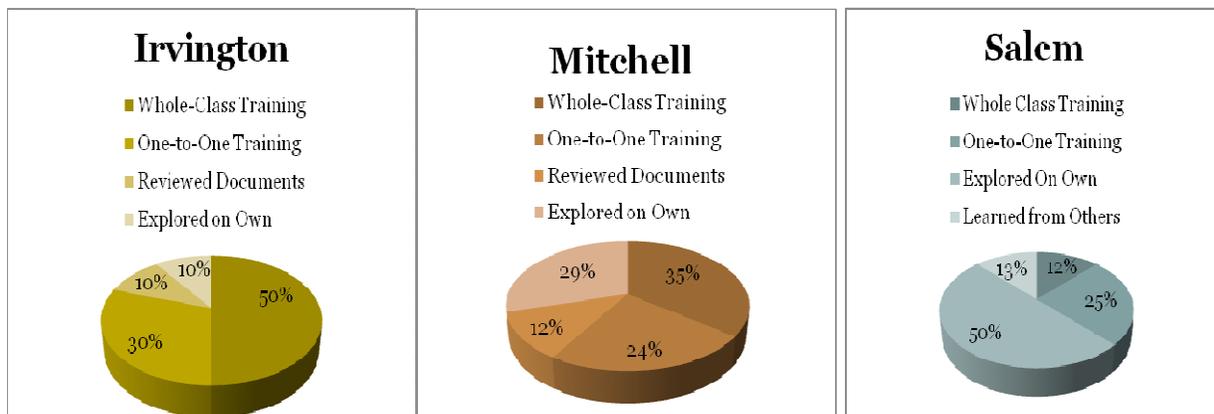
classroom.			
I reviewed the online documentation and tutorials.		8.9%	7
I explored on my own.		62.0%	49

Other teachers reported learning how to use the smartDESKTOP by attending an external workshop or through a grant project.

Results from teachers in MOU pilot schools were split evenly at 54.4% between whole class training and exploring on their own. 28.3% of the teachers in a MOU pilot school received one-on-one training, and 13% used the online documentation and tutorials available.

MOU Pilot School Participants

<i>How did you learn to utilize the smartDESKTOP? (check all that apply)</i>			
		Response Percent	Response Count
I received whole class training in my school.		54.4%	25
I received one-on-one training in my classroom.		28.3%	13
I reviewed the online documentation and tutorials.		13.0%	6
I explored on my own.		54.4%	25



Individual Account Survey Data

72.7% of teachers who registered for smartDESKTOP individually explored the smartDESKTOP on their own and 9% received whole class training. Only 3% of these teachers received one-to-one training, and 3% used the online documentation and tutorials. Some teachers who registered on their own attended a workshop at NEISC or the IMLEA conference.

Individual Account Participants

<i>How did you learn to utilize the smartDESKTOP? (check all that apply)</i>		
	Response Percent	Response Count
I received whole class training in my school.	9.1%	3
I received one-on-one training in my classroom.	3.0%	1
I reviewed the online documentation and tutorials.	3.0%	1
I explored on my own.	72.7%	24

Strategies for Professional Development Implementation

A specific example of a successful professional development technique utilized in collaboration with Mitchell Schools was the analyzing of the school’s data. The data indicated that more teachers with resources on their homework websites received more “hits” than the other sites. The school requested additional training on posting resources because of this finding. This and provided the school with a common goal. This school used valid information to guide the achievement of that goal.

Initial training with follow-up training and job-embedded practices proved to be successful in the implementation. Teachers have commented how much they appreciate the willingness of smartDESKTOP personnel to come in for one-to-one training. Easy access to smartDESKTOP personnel also proves to be a positive component to the success of the professional development strategies. During interviews, several teachers commented on the prompt response to their questions involving the smartDESKTOP. This is an especially important element to this initiative. SmartDESKTOP personnel have been observed to be especially helpful at listening to the teachers concerns and suggestions, and these suggestions seem to be the driving factors for smartDESKTOP's changes and updated versions.

There is evidence to indicate that the smartDESKTOP personnel makes solid decisions in the technology professional development planning. They have begun to offer iLink web conferences to reach a larger audience at the convenience of the user’s desktop computer. As the smartDESKTOP continues to expand its demographics, this powerful initiative is a way to the promising strategy to reach more users and provide more available interactive instruction.

Mechanism of Delivery of Professional Development



The data suggests that there is a need for a distance-learning based training program, such as iLink. Based on the survey results, 45 of the 96 users did not receive any type of interactive training on the smartDESKTOP. These users were less likely to feel they achieved their goal or purpose in using the smartDESKTOP than their counterparts who did receive some type of face-to-face training. In addition, users who did not receive face-to-face training were less likely to take advantage of the features smartDESKTOP has to offer. They were also more likely to stop logging in after a few initial logins after the account creation. The majority of these users felt they didn't have time to explore the program. The data suggests that teachers who did receive some type of face-to-face instruction experienced use and were more likely to meet their goals with the smartDESKTOP.

<i>Face-to-Face Training Vs. No Formal Training</i>		
	Users who did NOT receive face-to-face training	Users who received some type of face-to-face training
Felt they did <u>NOT</u> achieve their goal or purpose using the smartDESKTOP	61.8%	21.2%
Plan to use smartDESKTOP in the upcoming school year	44.8%	62.5%
Logged in once or twice, but logged back in	46.0%	23.5%
Spent less than 5 hours learning the program.	78.1%	47.1%
Spent more than 20 hours learning the program.	3.1%	17.7%

For users who received some type of one-to-one training and/or whole-class training, 26.5% logged in several times a week. Only 11.8% found smartDESKTOP challenging to the point of discouraging to use. 78.8% felt that they either did or somewhat achieve their main purpose or goal for using the smartDESKTOP, and only 15.6% said they do not plan to use the smartDESKTOP in the upcoming school year. 53.1% said they would like to see the smartDESKTOP become a service used district-wide.

For teachers who did not receive any type of face-to-face training, the majority in each category did not use the features available. The percentages of teachers who did receive interactive training were lower demonstrating that teachers receiving formal training may be more likely to use the features available in the smartDESKTOP.

<i>% of Teachers NOT Utilizing smartDESKTOP Tools</i>		
Features in smartDESKTOP	Teachers who did not receive face-to-face training	Teachers who received some type of face-to-face training
collaboration features	58.1% (18)	48.5% (16)
smartPLANNER (lesson planning)	33.3% (10)	18.2% (6)
resource library (standards-aligned resources)	38.7% (12)	12.1% (4)
rubric builder	54.8% (17)	57.4% (19)
online storage	50.0% (15)	30.3% (10)
shared calendar	62.1% (18)	48.5% (16)

A noted challenge for implementation was a lack of time. However the professional development “prep time” did assist with this challenge. Grant funding at Mitchell assisted with getting teachers on board. By paying teacher stipends for the initial professional development opportunities, this supported a school-wide rollout of the project. As quoted from an administrator at Mitchell “mandates from the top-down aren’t very effective”. People just shut the door and do what they want.” Thus the teachers were paid the stipend for attending the professional development and then given the opportunity to use the tool. In taking this approach, this particular school proved with success with over 80% of the staff utilizing the smartDESKTOP within two weeks of the initial training.

Comments from Teachers

“I was told by my principal to set up an account but have not received training or input on how it will be used.” –Math Teacher

“I really see the potential in using smartDESKTOP. I just wish I had more time to learn all that it is capable of.” – K-12 Media

“If we are asked to use this then I think there should be some in-depth training”. -1st Grade Teacher

Time Investment

The data also suggests that teachers who received some type of face-to-face interaction were more likely to spend more time learning the program. This is an important factor to consider because the more time users spent learning the software, the better results they had with the smartDESKTOP. The time users spent learning the software greatly affected the data results of their achievement. For users who spent over 20 hours learning to effectively use the program, 88.8% logged in at least once a week. 77.8% felt like they achieved their main goal or purpose for using the program. In addition, these users utilized almost all the available features in the smartDESKTOP that were available to them based on their account. The majority of users who spent over 20 hours found that the smartDESKTOP helped them to spend less time managing paper, spend more time teaching, connect with teachers and other professionals, provide standards-aligned rich resources to enhance their teaching, and provide a platform to improve

their productivity and collaboration. 77.8% of these users also plan to use the smartDESKTOP again in the upcoming school year.

MORE THAN 20 HOURS

<i>Do you feel the smartDESKTOP has helped you accomplished the following:</i>				
	yes	no	Rating Average	Response Count
spend less time managing paper?	66.7% (6)	33.3% (3)	1.33	9
spend more time teaching?	66.7% (6)	33.3% (3)	1.33	9
connect teachers with each other and other professional networks?	55.6% (5)	44.4% (4)	1.44	9
provide standards-aligned rich resources to enhance teaching and learning?	77.8% (7)	22.2% (2)	1.22	9
provide a platform to improve productivity and collaboration?	77.8% (7)	22.2% (2)	1.22	9

For users who spent less than five hours learning to use the program effectively, they were not as likely to receive the same benefits using the smartDESKTOP. These users were less likely to log in consistently, and the majority felt they didn't achieve their goal or purpose. In addition, the percentage of users planning to continue usage of the smartDESKTOP was also much lower.

How Much Time Did You Spend Learning the smartDESKTOP?

	Under 5 hours	Over 20 hours
Logged in at least once a week	24% (12)	88.8% (8)
Achieved goal or purpose	22.5% (11)	77.8% (7)
Plan to use smartDESKTOP in the upcoming school year	45.5% (20)	77.8% (7)

LESS THAN 5 HOURS

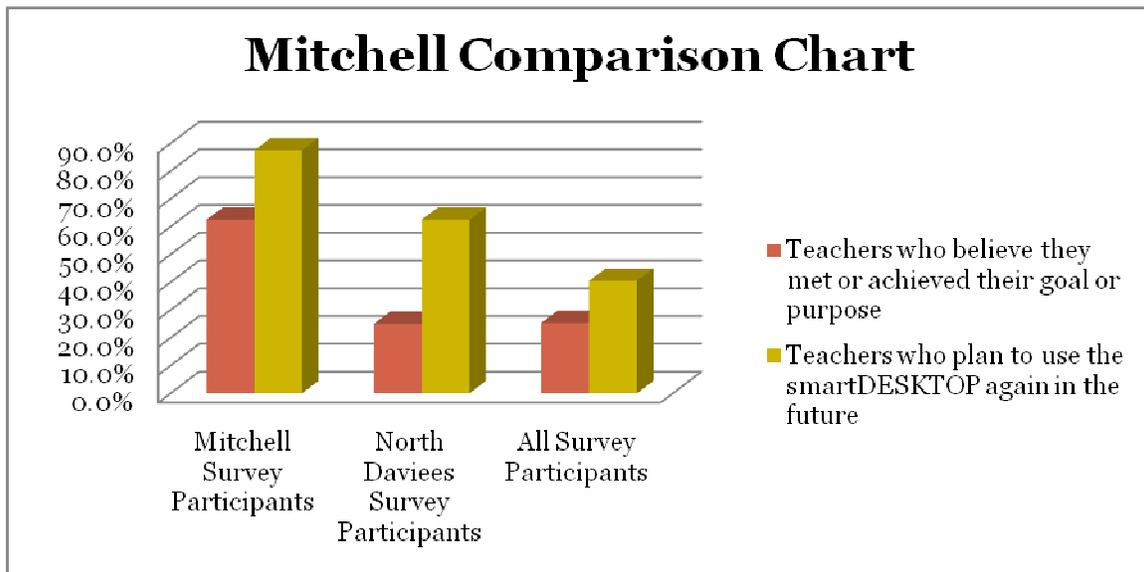
<i>Do you feel the smartDESKTOP has helped you accomplished the following:</i>				
	yes	no	Rating Average	Response Count
spend less time managing paper?	26.2% (11)	73.8% (31)	1.74	42
spend more time teaching?	24.4% (10)	75.6% (31)	1.76	41
connect teachers with each other and other professional networks?	32.5% (13)	67.5% (27)	1.68	40
provide standards-aligned rich resources to enhance teaching and	51.2% (21)	48.8% (20)	1.49	41

learning?				
provide a platform to improve productivity and collaboration?	38.1% (16)	61.9% (26)	1.62	42

Model for Professional Development

“We started out with a demo with select personnel to see if this was something we were interested in, and then when we said yes we want to do this, let’s show this to everybody, everybody did some training, then follow up training as we’ve gone along.”

Mitchell was the recipient of a grant; therefore teachers received a stipend for their professional development. This proved to be a successful initiative. Within three weeks, approximately 80% of teachers at Mitchell were using the smartDESKTOP. At Mitchell, 62.5% of teachers felt they met or achieved their goal, and 87.5% plan to use the program again in the upcoming school year.



WHAT TYPE OF IMPLEMENTATION PLAN PROVED TO BE MOST SUCCESSFUL?

“I received one-hour training and explored on my own. I found it very exciting and later helpful. I later received a full day of training in a school setting and felt much more comfortable using it.

Middle School Teacher

Different findings could have taken place if there were systematic plans to collaborate with other teachers of similar interest in a district-wide initiative. Most schools selected one aspect of the

smartDESKTOP to focus on for their first year goal with a plan to expand use as time progressed and worked internally on those goals.

Mitchell Jr. High School experienced a high percentage of teacher use. The successful implementation was attributed to goal setting, strategies and tactics, and focusing on one specific plan. The school selected a goal from the school improvement plan. They had a designated a need and that the smartDESKTOP supported that need. Due to the fact that the smartDESKTOP has such a wide variety of tools, the personnel have reduced their initial demonstrations and its features to three or four basic features. This aligns well with the success of this mentioned implementation.

The smartDESKTOP personnel stated that they have much noted expertise in technology integration and successful implementation, but they have not attempted to play that role with the schools. Instead they have opted to provide helpful suggestions.

How does daily use of impact Features utilized in the smartDESKTOP?

*Teachers need to use this everyday not just on a whim to learn it.
Teachers need to understand the necessity of it.
6th Grade Teacher*

There is evidence to show that survey respondents who reported incorporating the smartDESKTOP into their professional work on a daily or weekly basis reported a more overall use of all tools as noted below.

Users Who Log In Daily or Weekly

<i>Please check all the features you currently use in smartDESKTOP?</i>		
	Response Percent	Response Count
resource connection	67.9%	19
smartPLANNER	82.1%	23
rubric builder	28.6%	8
online storage	53.6%	15
lesson plan sharing	39.3%	11
calendars	53.6%	15
announcements	17.9%	5
forums	7.1%	2
knowledge base	10.7%	3
homework websites	28.6%	8
reports on curriculum coverage	21.4%	6

USERS WHO LOG IN ONCE A MONTH OR LESS

Please check all the features you currently use in smartDESKTOP?

	Response Percent	Response Count
resource connection	54.2%	13
smartPLANNER	54.2%	13
rubric builder	25.0%	6
online storage	25.0%	6
lesson plan sharing	16.7%	4
calendars	16.7%	4
announcements	12.5%	3
forums	16.7%	4
knowledge base	20.8%	5
homework websites	0.0%	0
reports on curriculum coverage	4.2%	1

HAS THE SMARTDESKTOP INCREASED OUR COLLABORATION AMONG TEACHER COLLEAGUES?

I share lessons with a 6th grade science teacher so they can see the skills students will need next year in science.
7th Grade Teacher

At this time, the collaboration features of the smartDESKTOP are not heavily utilized. Time is always an overall determining factor. However other factors indicating why this functionality has not been adopted include the following:

- For school-based initiatives, teachers felt that they could share face-to-face.
- Teachers indicated that they did not know who else was on the system or if they were active users.
- Some teachers were not aware of this functionality how to operate the collaboration tool.

When the smartDESKTOP was adopted on a school-level and not district-wide, the teachers reported that it was just “easier” to talk than to collaborate online. It was not recognized that there is a potential to collaborate with others outside of their own school walls.

It is expected that these numbers will increase over time as more schools adopt the tool.

Do you collaborate with your colleagues within the smartDESKTOP for the smartPlanner (Lesson Plan) sharing?

	Response Percent	Response Count
yes	9.5%	7
no	90.5%	67

<i>Have you joined a community within the smartDESKTOP?</i>		
	Response Percent	Response Count
yes	18.9%	14
no	81.1%	60

At this time 90% of individual teachers did not report utilizing the collaboration features of the smartDESKTOP smartPLANNER and 80% did not participate in a community. Within the small numbers that did report collaboration, it was noted that they had been participating in a special grant project entitled EPIC through Ball State University. This is noted to be an effective use of the collaboration tools, referenced earlier in this report.

HAS THE SMARTDESKTOP INCREASED THE ABILITY FOR THE SCHOOLS TO INTERACT WITH THE COMMUNITY?

“I know that a lot of my parents are checking the homework website because I used to get a lot more inquiries about homework. The posting of the homework is effective, and I’m very glad we have that. Otherwise, we’d have a thousand phone calls.”

Power User Teacher

The smartDESKTOP provides opportunities for teachers and schools to interact with the community through homework websites, collaboration forums, full calendaring systems, as well as sharing resources through the Resource Connection from within the state.

Homework Website

Currently 15.8% of teachers who participated in the survey use the homework website to interact with the community. According to smartDESKTOP data, the homework module has great success at Mitchell where over 80% of teachers were using this feature of the smartDESKTOP within three weeks of training. According to the principal at Mitchell Jr. High School, “even that 80% may be a little misleading because there are teachers in classes that don’t lend themselves to hosting homework and assignments. So it’s probably closer to 100%.”

This high percentage of usage is due to this particular school's main focus and goal. From the onset of the project, Mitchell decided to place a major emphasis on utilizing the smartDESKTOP to improve their interaction with the community. Mitchell has been successful with utilizing the homework website feature and has experienced an increasing amount of visits to their sites from parents. Currently, this particular module is utilized more than any other aspects. In order to promote this feature, the principal put the information in a school-wide newsletter to inform students and parents.

“I think the biggest way we use the homework website is by teachers putting their lesson plans online, homework assignments, worksheets, and study guides. Then students that are absent or parents at home can access those things... The statistics will show you the numbers of hits having increased all the time as we started using it.” –Principal

Mitchell has experienced significant growth over time of the amount of site views from their homework website that has increased to 8,749. Teachers increased by 35% the number of published assignments within a one month period from Jan 07-Feb. 07.

With any new change in work habit, it will take time for full understanding from the community before all parents will utilize this feature. A “power user” at Irvington Community Schools reported that parents still continue to call in and ask for homework for their absent child when all of the details including the actual document assignments are posted.

At Salem Middle School, when a parent asks about a child’s progress, the teacher utilizing homework websites always refers to the homework site. The homework helper is increasingly becoming utilized and adopted as their tool for parent communication. That teacher also mentioned in her interview that her students' parents got so accustomed to the homework website that they were asking for it at the high school level where it was no longer available.

Some of the pilot schools did not utilize the website’s homework capabilities because of the conflict of the homework helper phone line, or because it wasn't a designated focus from the school’s leadership. With schools committed to this focus, however, they have experienced the benefit of the increased collaboration with the community.

Resource Connection

The Resource Connection is another feature in the smartDESKTOP that provides access to teachers to state agencies, nonprofit organizations, university programs, regional partnerships, and federal and national agencies. Through providing a portal where access is available to all of these resources, teachers will develop a broader sense of awareness of their extended community and bring rich experiences for their students. At the time of the survey, 39.7% of teachers are taking advantage of this tool. The majority of teachers surveyed, however, do not take advantage of this feature.

<i>Do you use the smartDESKTOP's Resource Connection?</i>		
	Response Percent	Response Count
yes	39.7%	31
no	60.3%	47

For those teachers who reported that they have not yet begun to access the Resource Connection, they indicated a variety of reasons as specified below.

If you responded NO in Question #19 to using the Resource Connection, what challenges keep you from using this resource?

	Response Percent	Response Count
I didn't know it was available.	27.1%	13
It wasn't user-friendly.	8.3%	4
The resources didn't seem applicable.	16.7%	8
Other (please specify)	52.1%	25

52.1% of teachers listed “other” reasons. The recurrent reason not listed in the chart was “lack of time to explore.” One teacher stated that *“as a special education teacher, we do mostly*

manipulatives and individual work. Too much time would be invested to use for each individual student.” A few teachers noted they did not find a need for it, and one teacher stated that ample resources were already in supply so the Resource Connection was “redundant.”

Despite the challenges, there is evidence to show that providing access to the Resource Connection does enhance the overall quality of lessons in the classroom. 51.5% of teachers who use the resource connection responded that they felt that there was an increase in the enhancement of their lessons while 42.4% reported somewhat of an increase. Only 6.1% indicated that using this feature did not increase their overall quality of their lessons.

If you responded YES to using the Resource Connection, does this feature:

	yes	somewhat	no	Rating Average	Response Count
Save you time planning?	36.4% (12)	36.4% (12)	27.3% (9)	1.91	33
Increase your overall productivity?	38.2% (13)	44.1% (15)	17.6% (6)	1.79	34
Increase the overall quality and enhances your lessons?	51.5% (17)	42.4% (14)	6.1% (2)	1.55	33

Shared Calendaring

According to the chart below, 38.6% of the teachers surveyed listed the calendar feature as a tool they utilize. There does seem to be competition with the electronic calendaring software such as Outlook, as well as paper calendars.

Please check all the features you currently use in smartDESKTOP:

	Response Percent	Response Count
resource connection	59.7%	34
smartPLANNER	68.4%	39
rubric builder	28.1%	16
online storage	38.6%	22
lesson plan sharing	29.8%	17
calendars	38.6%	22
announcements	15.8%	9
forums	12.3%	7
knowledge base	15.8%	9
homework websites	15.8%	9
reports on curriculum coverage	14.0%	8

Communities and Collaborative Lesson Planning

Have you joined a community within the smartDESKTOP?

	Response Percent	Response Count
yes	18.9%	14
no	81.1%	60

According to the teacher survey findings the collaboration forums were utilized the least of all the features available in smartDESKTOP. Only 18.9% of teachers have joined a community within the smartDESKTOP. Teachers listed lack of time, no need or interest, and not knowing it

was available as reasons for not utilizing the community forums. This is not to say these collaboration tools do not increase the ability for schools and teachers to interact with the community, but at the time of this report only a small percentage of teachers listed above have not explored the collaborative module in order to use this tool effectively to connect with others. Of the teachers who specified “yes” to joining a community with the smartDESKTOP, the majority of teachers surveyed specified that this was a requirement for the EPIC grant through Ball State University.

Do you collaborate with your colleagues within the smartDESKTOP for the lesson plan sharing?

	Response Percent	Response Count
yes	9.5%	7
no	90.5%	67

For the teachers who are utilizing the collaborative tools, there is evidence of increasing interaction. The majority of teachers who do use the collaboration tool do so to collaborate with colleagues by sharing lesson plans. This was part of a requirement for the EPIC grant through Ball State University. One user who created an account individually stated the lessons are shared with a teacher in the grade below so that teacher can see the skills needed for the upcoming school year. A special education teacher shares lesson plans with her students’ classroom teacher to view what homework is for that particular day, as well as to view advanced notice on tests and quizzes. Another teacher shares the lesson plans with a colleague in the building to stay at same point in the standards.

Comments from Teachers

“I have joined our community within our school and with others who use SmartDesktop. Not much activity takes place so far - just viewing one another's work.” –English teacher

“I have made comments or asked questions on the forums for smartDESKTOP groups.” –Special Education teacher

“I am part of the EPIC community. We collaborate by sharing our unit plans and discussion boards.” –2nd grade teacher

WHAT ARE THE KEY CHALLENGES TO GETTING STARTED WITH THE SMARTDESKTOP?

“My daily schedule has to be flexible. This has made it frustrating for me to use the program because I can’t have a separate schedule for each day. I need to be able to create five separate daily schedules for each day of the week. I would use the program, but this is a major limitation for me.”
 Elementary Teacher

With the implementation of any new technology, there are key challenges that present themselves. According to teachers participating in the survey, getting started with the smartDESKTOP was no exception. Lack of time remains the biggest obstacle to getting started. Other users felt that transferring the existing lesson plans to an electronic version and setting up

the classes was too time-consuming. Some teachers felt they did not know how to locate the tools, and had difficulty navigating through the website. One teacher felt there were too many steps involved in setting up and maintaining course. For one user, the challenge was not with the smartDESKTOP, but rather not having reliable internet access in the school.

Getting Started with the smartDESKTOP

	<i>Beginner Technology Users</i>	<i>Intermediate Technology Users</i>	<i>Advanced Technology Users</i>
Teachers who never logged in or logged in once or twice, but never logged back in.	57.2%	45.4%	34.6%
Teachers who found the smartDESKTOP challenging to the point of discouraging.	42.9%	14.0%	4.2%

Teachers in the beginning and intermediate technology level user listed not enough time to explore the smartDESKTOP as their main reason as to why they did not log back in after creating an account. However, the majority of advanced users said they did not find an immediate need for the smartDESKTOP. This could be related to an early comment in this report from a “power user” who mentioned that many advanced users already have many of their technology tools in place.

Key Challenges for Beginner Technology Users

“Time has been my biggest challenge.”	“Logging in too much time, and I don’t have reliable internet access.”	“The titles of the tabs were confusing to me at first.”	“I wasn’t sure how it related to what I was doing in my grade level.” (primary)
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Key Challenges for Intermediate Technology Users

“Just learning to find items.”	“Time to explore and learn what is available.”	“Understanding the function, then having time to explore.”
“The exchange rate between my school and the smartDESKTOP was too slow.”	“Getting my account set up.”	“Too time consuming.”
“Time to explore once my password was corrected.”	“Setting up the classes.”	“Not enough explanation on how to the software. Too confusing.”
“Different format from what we used in the past.”	“Remembering the steps. There was no written reference material provided.”	“Finding time to put my lessons into it.”

Key Challenges for Advanced Technology Users

“Finding a need for it.”	“Helping other teachers with the program.”	“Learning how to navigate through the program.”
“Finding the user manuals on how to get started.”	“The site would log off after only a few minutes of inactivity.”	“Finding the time to sit down and explore.”
“Knowing how all the tools can be used.”	“I didn’t find it useful.”	“Where to locate everything.”
“There was not a lot in the free version.”	“There were so many calendars; I wasn’t sure which one I had been working on.”	“Setting up classes, learning how to manage the many details involved.”

WHAT ARE THE NOTED STRENGTHS OF THIS PROJECT?

“Tech Support is great. Keep up the good work and thank you for all you do.”

Middle/High School Teacher

IDENTIFIED ADVANTAGES

- **Outsourced Concept for Transparent Technical Delivery**

Recently schools have expressed an interest in outsourcing many of their necessary electronic tools to other companies for many reasons such as lack of personnel for server setup and maintenance, data backup, and other. In studying Internet service vs. internal server based access – schools will note that their users will experience a transparent upgrade of service. Many schools prefer this outsourced approach to software selection. As a professional development smartDESKTOP personnel states,

“Our biggest challenge is to get people to make the smoothest transition to using something like this. You are asking people to change the workflow, which normally takes 80 contact hours. Motivation to buy in, they see the same amount of time but they are doing more.”

With an outsourced approach, the school can just focus on learning the software instead of the technical challenges of a server setup.

- **Teacher Self-Reflection**

One teacher interviewed looked at the “holes” in what she was doing and recognized that she relied on the smartDESKTOP to ensure standards were included. It is apparent in this particular case that this teacher is more self-evaluative. As she states,

“I now start with what the students need to know, rather than before, I would think, this is what I am going to tell them” I don’t know if I would have changed that process if the standards wouldn’t have been so easily accessible.”

Teachers reported that time was not necessarily saved by utilizing the smartDESKTOP; however their entire process of planning was improved. The smartDESKTOP personnel recognize this strength to the program but also understand the challenges involved. Many users think technology will make their life easier and more efficient.

- **Standards-Aligned Resources**

Even though the survey results indicated that end-users do not feel that the use of the tool has been a time saver, 60% of the respondents did report positively that it had provided them with a standards-aligned rich resource to enhance teaching and learning.

<i>Do you feel the smartDESKTOP has helped you accomplish the following:</i>				
	yes	no	Rating Average	Response Count
spend less time managing paper?	37.0% (27)	63.0% (46)	1.63	73
spend more time teaching?	31.0% (22)	69.0% (49)	1.69	71
connect teachers with	34.7% (25)	65.3% (47)	1.65	72

each other and other professional networks?				
provide standards-aligned rich resources to enhance teaching and learning?	60.3% (44)	39.7% (29)	1.40	73
provide a platform to improve productivity and collaboration?	50.0% (37)	50.0% (37)	1.50	74

- **User-friendly**

Teachers reported that they were able to begin to use the smartDESKTOP after a few short hours of exploration. The smartDESKTOP personnel reported that many of their support issues revolve around simple issues such as password reset. 23% of the users surveyed found the smartDESKTOP easy to learn and use. While the majority of users found some aspects to be more challenging than others, only ten respondents found the smartDESKTOP challenging to the point of discouraging.

<i>How would you describe the "ease of use" of smartDESKTOP?</i>		
	Response Percent	Response Count
easy to learn and use	23.0%	17
some aspects are more challenging than others	47.3%	35
challenging at first but easier now that I use it	16.2%	12
challenging to the point of discouraging	13.5%	10

- **Continued Growth**

There is evidence to state that teachers would like to continue to utilize the smartDESKTOP tool. In a power user interview, a teacher indicated that he planned to spend his summer on the smartDESKTOP getting his resources ready.

<i>Do you plan to use the smartDESKTOP in the upcoming school year?</i>		
	Response Percent	Response Count
yes	53.3%	41
maybe	31.2%	24
no	15.6%	12

<i>Would you like to see the smartDESKTOP become a service that is used district-wide in your school district?</i>		
	Response Percent	Response Count
yes	40.5%	30
maybe	43.2%	32
no	16.2%	12

Support from Personnel

All schools who participated in the interviews reported that the smartDESKTOP personnel fulfilled their agreement and fully supported them during their initiative. Follow-through was a resounding theme within all interviews with partnerships. Another strength noted was the willingness to utilize input from the users in the redesign of the tool. Mitchell noted that several revised features of the desktop were due to some of their individual teachers providing feedback. A smart DESKTOP personnel representative noted that one of the challenges is related to understanding the teacher's mindset and attempting to relate to the mindset of the end-user. By designing upgrades based on the end-user's response to the software, they are overcoming this challenge.

The participants reported timely feedback via email from all members of the smartDESKTOP team. One teacher reported

"I can email anyone of the individuals of the smartDESKTOP team and get an answer back almost immediately. I've gotten answers back on a Sunday night at 9:00 p.m. which I find extremely comforting. So many other organization or schools you wait a couple of days or if you need something done you have to push for it. The smartDESKTOP team is leading the project instead."

Components of Effective Implementation

In studying the implementation of the school partners, there are successful components of each rollout of the smartDESKTOP tool. The information below attempts to compile these components to conclude the essential conditions for an overall integration of this technology tool.

Leadership

- Consistent and strong leadership exists that supports and understands the tool
- Leadership is actively involved in the implementation
- Communication about the initiative and its goals is consistent and defined

Teachers

- Stipends are given to teachers who participate in additional training or workshops
- Staff at the school consists of a sufficient amount of intermediate and advanced technology users to become the instructional leaders
- Teachers have participated in the goal setting as a team for the school

Professional Development

- Professional development has been on-going with a wide variety of experiences including individual face-to-face sessions, group sessions, online questioning, and self-exploration
- Data was utilized to support the decisions of the focus of the professional development for the school.

Professional Partnership

- A solid positive professional partnership exists between the organization and the school where there was an open line of communication.
- Problems are addressed in a timely manner and a trust relationship is established.

School Setting

- Existing competing technologies are minimal and the tool meets an identified need.
- A solid infrastructure with reliable technology exists where technical issues are minimal.

Future Growth

“I feel like every year we will advance and I think in ten years, this is where we will all be.”

Principal

In continuing to strengthen the smartDESKTOP project, the following recommendations are summarized based on findings from the report.

1. Continue to study usability to determine ways to provide a tool that not only improves teacher planning but also decreases the amount of time spent.
 - a. As noted in this report, the findings indicate that utilizing the smartPLANNER does not assist with decreasing planning time but does provide a richer experience for this planner in providing teachers with more awareness to the standards and assisting in selecting rich resources for their classroom lessons.
2. Professional development opportunities must be designated for beginning users. Findings indicate that this user group would not be successful exploring on their own to successfully learn the environment.
3. Focus on key objectives of the tool and strengthen those components instead of adding too much that overwhelms the teacher.
4. Continue to find funding for grants for professional development and stipends for the teachers.
5. Seek out potential grant projects through K-12 and universities initiatives to utilize the smartDESKTOP for their planning and collaboration.
6. Carefully study the smartDESKTOP application as it may relate to the work of a primary teacher. As noted throughout the survey results, primary teachers had some difficulty seeing the application into their classroom.
7. Carefully plan to market the product for district-wide initiatives in lieu of school-based initiatives for a broader impact and overall buy-in.
8. Due to the data indicating that teachers would like to continue with the smartDESKTOP and would like to explore further during the summer, work collaboratively with universities, DOE, and school districts to provide summer camps for graduate credit.
9. Teachers could schedule individual live webinars for individual support. Teachers registering on their own are not receiving as much support. The report indicated

individual training was successful. This could be a way to implement without travel time.

10. To increase the collaboration feature of the tool, provide a mechanism to identify active users.

Teacher Feedback

Suggestions:

“Lesson plans and ideas were very limited in my subject. I’d like to more variety plus suggestions on creating a variety of types of assignments.”

“If the number of clicks/steps could reduce, it would save teachers a lot of planning time. Right now, it is faster to write it down on paper or to use other programs available.”

“I would like the printable version of the lesson planner to look better. The standards need to only have the numbers and not the text.”

“My biggest complaint about the lesson planner is when I repeat lessons over several days. When I print the day's plans it always prints it with the original date. This is confusing when I print plans for my subs.”

“Just keep the upgrades and features coming!”

“The time it took to learn how to navigate, put in information, and maintain it did not seem manageable. I can get the same features from other sites. I first thought that it would be great to have it all in one site, but it did not turn out that way. By choosing different technology resources that specifically meet my needs seems to be more efficient.”

“Speed is my current concern. If you can't update quickly, it may not be used as widely as it might be.”

“I would LOVE to use it if I could create a separate schedule for each day of the week that could be used from week to week.”

“I would like to see smartDESKTOP take a lead in developing the IN state standards into student friendly vocabulary like "I can" statements that teachers can use in their lesson planning. The state standards are very general and offer little in specific skills students need. The development of these "I can" statements will guide teachers in the development of their specific lessons and is a great way to shape curriculum into a standards based lesson.”

“It looks like it was a good idea. But for schools I think the cost of using the advanced versions should be posted. When I could not find the cost I lost interest. I lost even more interest when I could not see any way to customize some of the parts. I think we are better off doing our own thing on our own server that we can customize to meet our needs.”

“I was under the impression when this was purchased that it was usable here at our level and training would occur.”

“I believe that the smartDESKTOP is a wonderful tool for those teachers working with older students. However, it is not very useful for us teachers that teach the younger children. This program works great for the book/paper assignments, not for a lot of hands-on assignments.”

Praises:

“I enjoyed learning how to use this program. I look forward to additional training, and would highly recommend that this program be used district-wide in our school corporation.”

“What a great resource!”

“I love it and wish that our school district would adopt it.”

“I really do enjoy the resources, although, it increases my planning time because I go through so many trying to find the best ones!”

“I appreciate the time you have taken to create this user friendly program and the care taken to make sure teachers are comfortable using the program. Questions are answered easily and with explanations that we (non-techy) types can understand. Thank you!”

Appendix I:
SCHOOL DISTRICTS REPRESENTED IN TEACHER SURVEY

Anderson	Southwest Dubois
Bartholomew	Tippecanoe
Bedford	Turkey Run
CA Beard Memorial	Twin Lakes
Carmel Clay	Vincennes
Carroll	Warrick
Center Grove	Warsaw
Charter School Association of Indiana	West Clark
Crown Point	
Crown Point	
Department of Education	
Diocese of Lafayette	
Eastbrook	
Elkhart	
Fort Wayne	
Greencastle	
Greenfield	
Greensburg	
Griffith	
Hammond	
IPS	
Irvington	
Jasper	
Lafayette	
Lake Ridge	
Logansport	
Middlebury	
Mitchell	
Mt. Vernon	
New Prairie United	
Noblesville	
North Daviess	
North Lawrence	
North Posey	
Portage	
Rossville	
Salem	
South Vermillion	

Appendix II

Interview Questions for Personnel

1. What is your title and role on the smartDESKTOP project?
2. From your viewpoint, what is the most powerful feature of the smart desktop tool?
3. Based on your interactions with end-users, specifically teachers, what is their favorite tool or feature?
4. From your experience in the project, what are the specific reasons for full teacher adoption of the smartDESKTOP?
5. What possible roadblocks are there for single teachers not from a school district with a MOU in utilizing the product?
6. What functionality or feature of the smartDESKTOP fields the most questions or requires the most support from the end-users?
7. How do you think the smartDESKTOP compliments or competes with other technologies already in place in the individual schools or districts?
8. In your pilot MOU agreements with specific schools, has the adoption of smartDESKTOP been more of a challenge in the technical or the professional development implementation.
9. Do you have any specific examples you have observed where the smartDESKTOP has provided the mechanism for schools to interact with the community including parents?
10. Describe the professional development plan for the smartDESKTOP initiative.
11. What aspects of the professional development initiatives have been most useful for successful implementation?
12. What elements of the smartDESKTOP were the deciding factors for district or whole-school adoption with a developed MOU?
13. What is the biggest challenge to the smartDESKTOP personnel team?
14. What current planning is underway that will be implemented in the near future regarding the smartDESKTOP initiative?

Appendix III

Interview Questions for Administrators

1. How do you think the smartDESKTOP compliments or competes with other technologies already in place in your school?
2. In your pilot MOU agreements with the smartDESKTOP project, has the adoption of smartDESKTOP been more of a challenge in the technical or the professional development implementation?
3. Do you have any specific examples you have observed where the smartDESKTOP has provided the mechanism for you to interact with the community including parents?
4. Have the teacher participants reported any increased productivity and time management due to the smartDESKTOP use?
5. Have the teacher participants reported any additional collaboration with teacher colleagues due to the smartDESKTOP?
6. With your project implementation, have you been able to advantage of any of the following?
 - District Curriculum Maps
 - Homework Websites
 - Reports on Curriculum Coverage
7. What was your implementation plan upon the onset of the MOU agreement with the smartDESKTOP?
8. What professional development initiatives have been most useful for your implementation?
9. What elements of the smartDESKTOP were the deciding factors for your decision to adopt the smartDESKTOP?
10. How does the smartDESKTOP align with your PL221 plan or school improvement plan?
11. From your viewpoint, what is the most effective feature of the smart desktop tool?
12. What is the biggest challenge to your smartDESKTOP project?
13. Do you feel that the smartDESKTOP personnel have fulfilled their agreement in terms of the MOU?
14. On a scale from 1-5 with 5 being the best, what would you rate the level of service from the Indiana Humanities Council Organization?
15. What current planning is underway that will be implemented in the near future regarding the smartDESKTOP initiative?
16. What changes, additions, or revisions would you like to see for future versions of smartDESKTOP?

Appendix IV

Interview Questions for Teachers and Power users

1. What is subject and grade level do you teach?
2. Would you consider yourself a beginner, intermediate or advanced user of technology?
3. How did you find out about the smartDESKTOP?
4. What are the specific reasons why you began using smartDESKTOP?
5. From your viewpoint, what is the most effective feature of the smart desktop tool?
6. Have there been any roadblocks in utilizing of the smartDESKTOP?
7. What functionality or feature of the smartDESKTOP did you find to be the most challenging to learn?
8. How do you think the smartDESKTOP compliments or competes with other technologies already in place in your schools?
9. How did you learn how to use the smartDESKTOP?
10. In what ways has the smartDESKTOP improved your teaching or productivity?
11. If you are not using all of the functionality of the smartDESKTOP, what aspects do you plan to use in the future?
12. What suggestions for improvement do you have for the smartDESKTOP?

Appendix V: Teacher Survey

To view the entire survey, please visit: <http://tinyurl.com/2w5ow7>

Password: smartdesktop

Teacher Information

What is the name of school where you teach?		Response Count
 view		96
answered question		96
skipped question		0

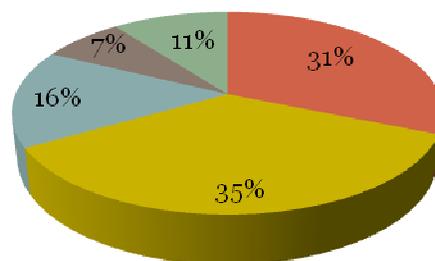
View:

See Appendix I

What grade level and/or subject(s) do you teach?		Response Count
		96
answered question		96
skipped question		0

Grade Levels

■ Elementary ■ Jr. High ■ High School ■ Special Education ■ Other



What is the name of your school district?		Response Count
 view		96
answered question		96
skipped question		0

View: See Appendix I

What level of computer user would you consider yourself?			Response Percent	Response Count
beginner			9.7%	9
intermediate			61.3%	57
advanced			29.0%	27
			answered question	93
			skipped question	3

How did you decide to obtain a smartDESKTOP account?			Response Percent	Response Count
I created one individually.			41.1%	37
My school is part of a smartDESKTOP initiative.			58.9%	53
			answered question	90
			skipped question	6

Usage

How often do you login to smartDESKTOP?			Response Percent	Response Count
several times daily			3.4%	3
daily			5.7%	5
several times a week			15.9%	14
once a week			9.1%	8
several times a month			5.7%	5
once a month			17.1%	15
I logged in once or twice but never logged back in.			31.8%	28
I received an account but never logged in.			11.4%	10
			answered question	88

	<i>skipped question</i>	8
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If you requested an account but did not log back in, what was the main reason for this?		
	Response Percent	Response Count
I didn't understand the functionality.	11.1%	5
I need some/more training.	17.8%	8
I didn't find the immediate need.	15.6%	7
I didn't have time to explore.	48.9%	22
Other	26.7%	12
<i>answered question</i>		45
<i>skipped question</i>		51

How would you describe the "ease of use" of smartDESKTOP?		
	Response Percent	Response Count
easy to learn and use	23.0%	17
some aspects are more challenging than others	47.3%	35
challenging at first but easier now that I use it	16.2%	12
challenging to the point of discouraging	13.5%	10
<i>answered question</i>		74
<i>skipped question</i>		22

How did you learn to utilize the smartDESKTOP? (check all that apply)		
	Response Percent	Response Count
I received whole class training in my school.	35.4%	28
I received one-on-one training in my classroom.	17.7%	14
I reviewed the online documentation and tutorials.	8.9%	7
I explored on my own.	62.0%	49
Other	24.1%	19
<i>answered question</i>		79
<i>skipped question</i>		17

How much time would you say you have invested in learning to use smartDESKTOP effectively?		
	Response Percent	Response Count
less than 5 hours	61.0%	50
5-10 hours	24.4%	20
10-20 hours	3.7%	3

over 20 hours	11.0%	9
answered question		82
skipped question		14

General

What was your MAIN purpose or goal for using the smartDESKTOP?		
	Response Percent	Response Count
standards-based lesson planning	42.0%	34
collaboration with colleagues	8.6%	7
the resource connection	13.6%	11
online file storage	7.4%	6
shared calendar	7.4%	6
other	21.0%	17
answered question		81
skipped question		15

Do you feel that you have achieved your main purpose or goal using the smartDESKTOP?		
	Response Percent	Response Count
yes	25.3%	21
somewhat	34.9%	29
no	39.8%	33
answered question		83
skipped question		13

What do you think is the most effective feature of the smartDESKTOP? (Please rank in order of effectiveness; 1 being the most effective, and 6 being the least effective)									
	1 - most effective	2	3	4	5	6 - least effective	I never used this feature	Rating Average	Response Count
collaboration features	6.3% (5)	7.6% (6)	21.5% (17)	7.6% (6)	5.1% (4)	1.3% (1)	50.6% (40)	3.03	79
smartPLANNER (lesson planning)	30.8% (24)	14.1% (11)	11.5% (9)	5.1% (4)	3.8% (3)	3.8% (3)	30.8% (24)	2.26	78
resource library (standards-aligned resources)	17.7% (14)	22.8% (18)	16.5% (13)	3.8% (3)	7.6% (6)	6.3% (5)	25.3% (20)	2.73	79
rubric builder	3.8% (3)	10.1% (8)	13.9% (11)	8.9% (7)	5.1% (4)	3.8% (3)	54.4% (43)	3.28	79
online storage	15.4% (12)	21.8% (17)	9.0% (7)	2.6% (2)	6.4% (5)	3.8% (3)	41.0% (32)	2.57	78

shared calendar	6.5% (5)	16.9% (13)	9.1% (7)	6.5% (5)	3.9% (3)	3.9% (3)	53.2% (41)	2.92	77
	answered question								80
	skipped question								16

Please check all the features you currently use in smartDESKTOP?				Response Percent	Response Count
resource connection (standards-aligned resources)				59.7%	34
smartPLANNER (lesson planning)				68.4%	39
rubric builder				28.1%	16
online storage				38.6%	22
lesson plan sharing				29.8%	17
calendars				38.6%	22
announcements				15.8%	9
forums				12.3%	7
knowledge base				15.8%	9
homework websites for Enterprise Edition				15.8%	9
reports on curriculum coverage				14.0%	8
	answered question				57
	skipped question				39

Do you feel the smartDESKTOP has helped you accomplished the following:				
	yes	no	Rating Average	Response Count
spend less time managing paper?	37.0% (27)	63.0% (46)	1.63	73
spend more time teaching?	31.0% (22)	69.0% (49)	1.69	71
connect teachers with each other and other professional networks?	34.7% (25)	65.3% (47)	1.65	72
provide standards-aligned rich resources to enhance teaching and learning?	60.3% (44)	39.7% (29)	1.40	73
provide a platform to	50.0% (37)	50.0% (37)	1.50	74

improve productivity and collaboration?				
			answered question	75
			skipped question	21

SmartPLANNER

Do you use the smartPLANNER (lesson planner) feature of smartDESKTOP?			Response Percent	Response Count
yes			44.6%	33
no			55.4%	41
			answered question	74
			skipped question	22

If you answered YES in Question #16 to using the smartPLANNER, please answer the following:					
	yes	somewhat	no	Rating Average	Response Count
Is the smartPLANNER easy to use and manipulate?	50.0% (21)	42.9% (18)	7.1% (3)	1.57	42
Do you find the features of the smartPLANNER increased your overall productivity in developing and planning lessons?	42.5% (17)	22.5% (9)	35.0% (14)	1.93	40
Do you feel the quality of your assignments have increased due to smartPLANNER?	37.5% (15)	17.5% (7)	45.0% (18)	2.08	40
Do you feel smartPLANNER decreases the overall time you spend planning?	25.6% (10)	23.1% (9)	51.3% (20)	2.26	39
Do you feel smartPLANNER has increased the overall attentiveness to standards in your lessons?	48.8% (20)	29.3% (12)	22.0% (9)	1.73	41
				answered question	42

	<i>skipped question</i>	54
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Resource Connection

Do you use the smartDESKTOP's Resource Connection?			Response Percent	Response Count
yes			39.7%	31
no			60.3%	47
			<i>answered question</i>	78
			<i>skipped question</i>	18

If you responded NO in Question #19 to using the Resource Connection, what challenges keep you from using this resource?			Response Percent	Response Count
I didn't know it was available.			27.1%	13
It wasn't user-friendly.			8.3%	4
The resources didn't seem applicable.			16.7%	8
Other (please specify)			52.1%	25
			<i>answered question</i>	48
			<i>skipped question</i>	48

If you responded YES in Question #19 to using the Resource Connection, do you feel this feature:						
	yes	somewhat	no	Rating Average	Response Count	
saves you time planning?	36.4% (12)	36.4% (12)	27.3% (9)	1.91	33	
increases your overall productivity?	38.2% (13)	44.1% (15)	17.6% (6)	1.79	34	
increases the overall quality and enhances your lessons?	51.5% (17)	42.4% (14)	6.1% (2)	1.55	33	
					<i>answered question</i>	34
					<i>skipped question</i>	62

Collaborative Tools

Do you collaborate with your colleagues within the smartDESKTOP for the smartPLANNER (Lesson Plan) sharing?			Response Percent	Response Count
yes			9.5%	7
no			90.5%	67
			answered question	74
			skipped question	22

Have you joined a community within the smartDESKTOP?			Response Percent	Response Count
yes			18.9%	14
no			81.1%	60
			answered question	74
			skipped question	22

Looking Towards the Future

Do you plan to use the smartDESKTOP in the upcoming school year?			Response Percent	Response Count
yes			53.3%	41
maybe			31.2%	24
no			15.6%	12
			answered question	77
			skipped question	19

Would you like to see the smartDESKTOP become a service that is used district-wide in your school district?			Response Percent	Response Count
yes			40.5%	30
maybe			43.2%	32
no			16.2%	12
			answered question	74
			skipped question	22

Appendix B: No Cost Extension Letter

1500 North Delaware Street
Indianapolis, IN 46202
September 6, 2007

Nakisha T. Jones
U.S. Department of Energy/ACQ
Chicago Office
9800 South Cass Avenue
Argonne, IL 60439

Ms. Jones:

Greetings. Per our conversation this morning regarding a no cost extension for grant DE-FG02-06ER64282, this letter is our formal request for a six month extension.

The reason that an extension is necessary is that the work of the smartDESKTOP Initiative supported by the grant has not been completed. Development of the software to support the initiative continues and our work of supporting users and disseminating information about this service to schools and teachers around the state continues.

An extension of 6 months would allow us to complete the current software development phase and provide support for our dissemination efforts.

Thanks for considering this request.

Sincerely,

A handwritten signature in blue ink that reads "John B. Keller". The signature is written in a cursive style with a large initial "J".

John B. Keller
Director of Education
Indiana Humanities Council

Appendix C: Press Release Announcing Transfer

FOR IMMEDIATE RELEASE

Monday, October 29, 2007

Indiana Department of Education acquires smartDESKTOP

Web-based service for teachers to be integrated with Department's P-20 data initiative
The Indiana Department of Education and The Learning Collaborative, an affiliate of the Indiana Humanities Council, today announced the transfer from the IHC to the IDOE of the smartDESKTOP service for teachers. The smartDESKTOP, developed with support from the Lilly Endowment, is a suite of web-based tools for teachers launched in 2005 offering online resources in the areas of instruction, collaboration, curriculum development and student assessment.

“Bringing the smartDESKTOP on board marks an important step in our ongoing efforts to offer teachers the tools they need to be effective in their classrooms,” observed State Superintendent of Public Instruction Suellen Reed. “The smartDESKTOP serves as a welcome complement to our existing resources as we develop additional services that support student achievement in the future.”

Approximately 6,500 educators across the state already have smartDESKTOP accounts and several schools are using advanced subscription-only features. Additionally, a growing number of education-focused organizations and university projects use the smartDESKTOP to collaborate with classroom teachers. Indiana teachers are encouraged to request accounts at: <http://www.smartdesktop.org>.

“We are excited about this new homeroom for the smartDESKTOP and believe that the Department will build on the successful foundation by expanding access and providing long-term sustainability for a service on which many Indiana educators depend,” said Larry Rowland, chairman of The Learning Collaborative and Indiana Humanities Council Board of Directors. “This move underscores the Department’s commitment to provide schools with a robust set of 21st century teaching tools.”

All current features provided by the smartDESKTOP will continue when the service officially transfers to the Department of Education on Nov. 1. Other education initiatives of the Indiana Humanities Council, including the Resource Connection, a database of teaching and learning resources representing approximately 70 state and national organizations producing content for teachers and students, will not be transferred. The Resource Connection collection can be viewed at: <http://resource.smartdesktop.org>. These resources will continue to be available to teachers through the smartDESKTOP.

For more information about the smartDESKTOP, please contact Dr. John Keller (jbkeller@doe.state.in.us). For more information on the Resource Connection or other programs of the Indiana Humanities Council, visit <http://www.indianahumanities.org> or contact Catherine O’Connor (mcoconno@iupui.edu).

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Media Contacts: Jason Bearce, 317.232.6618, jbearce@doe.state.in.us
John Keller, 317.234.5703, jbkeller@doe.state.in.us

Appendix D: Resource Providers List

State Agencies

- Indiana Department of Education
- Indiana Department of Natural Resources
- Indiana Division of Historic Preservation and Archaeology
- Indiana Historical Bureau
- Indiana State Library
- Indiana State Museum
- Indiana Supreme Court

Nonprofit Organizations

- Auburn Cord Duesenberg Museum
- Bill of Rights Institute
- Buddy²
- Center for Interactive Learning and Collaboration
- Children's Museum of Indianapolis
- Conner Prairie
- Dairy & Nutrition Council of Indiana
- Discovering Lewis & Clark
- Eiteljorg Museum of American Indians and Western Art
- Geography Educators' Network of Indiana
- Historic Landmarks Foundation of Indiana
- Indiana Council for Economic Education
- Indiana Historical Society
- Indiana Humanities Council
- Indianapolis-Marion County Public Library
- Indianapolis Museum of Art
- International Center of Indianapolis
- Lincoln Museum
- MyTarget²
- PBS
- President Benjamin Harrison Home
- Ruth Lilly Health Education Center
- Sisters of Providence of St. Mary-of-the-Woods
- VSA Arts
- WFYI Teleplex
- World War II Victory Museum
- Young Audiences of Indiana

University-Sponsored Programs

- Center for Historic Preservation (Ball State University)
- Center for Innovation in Assessment (Indiana University)
- Center for Latin American and Caribbean Studies (Indiana University)
- Center for the Study of Global Change (Indiana University)
- Center of Excellence in Leadership of Learning (University of Indianapolis)
- Clowes Memorial Hall of Butler University
- East Asian Studies Program (Indiana University)
- Electronic Field Trips, Teachers College Outreach Programs (Ball State University)
- EPIC Project (Ball State University)
- Historic Southern Indiana (University of Southern Indiana)
- Indiana University Digital Library Program
- I-STEM Resource Network
- IUPUI Teacher's Resource Center
- IUPUI University Library
- Learning to Give (IU Center on Philanthropy)
- Math Forum (Drexel University)
- Mathers Museum of World Cultures (Indiana University)
- Networks Financial Institute (Indiana State University)
- The Polis Center (IUPUI)
- Private Academic Library Network of Indiana
- Russian and East European Institute (Indiana University)
- Traditional Arts Indiana (Indiana University)
- Wabash Valley Visions and Voices (Indiana State University)

Federal & National Agencies

- Abraham Lincoln Bicentennial Commission
- Gateway to Educational Materials
- Gilder Lehrman Institute of American History
- Library of Congress
- Mathematical Sciences Digital Library
- National Archives and Records Administration
- National Endowment for the Humanities
- National Gallery of Art
- National Park Service
- Smithsonian Institution
- U.S. Department of Education
- U.S. Geological Survey