



OER Professional Development Needs School Leadership Needs Survey

Published by Syntiro

May 17, 2011

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The Open Educational Resources (OER) grants in Career Education and Development, Health Education & Physical Education, Mathematics, and World Languages are administered by Syntiro and are funded by the American Recovery and Reinvestment Act of 2009 (Recovery Act).



Introduction

In 2010, Syntiro received multiple grants from the Maine Department of Education to identify and facilitate the use of Open Educational Resources in four subject areas: Mathematics, World Languages, Career Education and Development, and Health Education and Physical Education. Additionally, the Network received a professional development grant to support the infusion of the arts into regular education subject areas.

Maine has demonstrated its commitment to ensuring that Maine students and teachers have access to and use technology to inform teaching and learning through its Maine Learning Technology Initiative and supporting legislation. “The Maine Learning Technology Initiative made Maine the first state to seize the potential of technology to transform teaching and learning in classrooms statewide; first with a plan to equip all students and teachers in grades 7 to 12 with personal learning technology statewide; first to equip every 7th and 8th grade student and 7th through 12th grade teacher statewide with personal access to learning technology; first to empower every 7th through 12th grade teacher in every school statewide with professional development and support to fully tap the potential of computers and the Internet; and first to provide the option of home Internet access to every 7th and 8th grade student in every school statewide” (retrieved June 15, 2010 from <http://www.state.me.us/mlti/about/index.shtml>).

Currently over 100,000 teachers and students are provided laptops to support achievement of the Maine Learning Results.

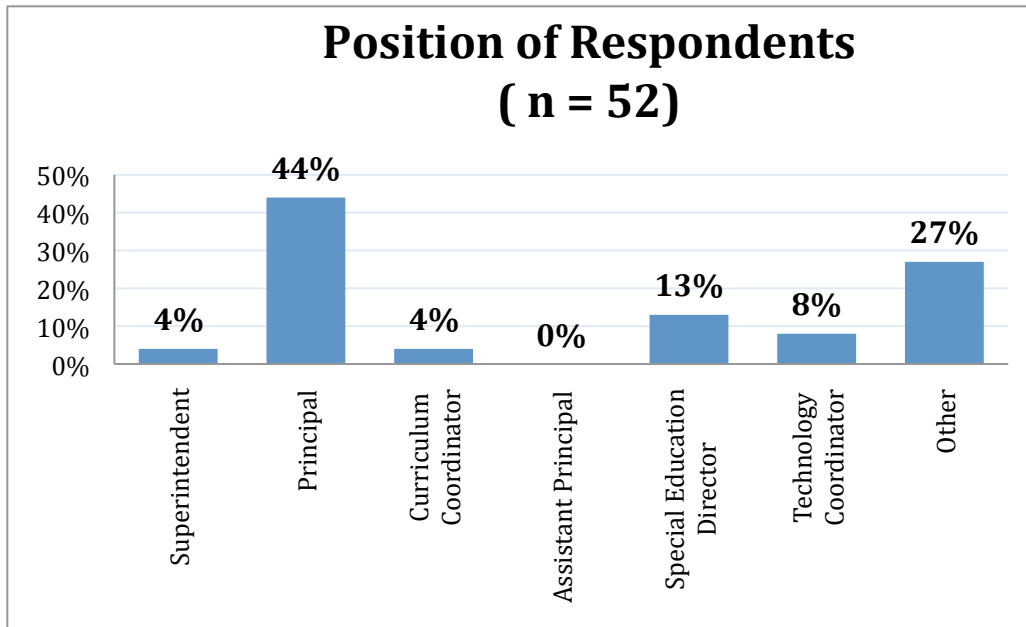
In order to better understand the professional development needs of Maine teachers in understanding, perceptions, and use of technology, and ultimately Open Educational Resources, a survey was developed and deployed to Maine school leaders (e.g., superintendents, principals, curriculum coordinators, special education directors and technology coordinators). The survey was deployed through the Syntiro database, as well as through the regional Partnership of Partnerships.

Over fifty Maine leaders responded to the survey representing five of the nine superintendent regions of Maine. Superintendents, principals, curriculum coordinators, special education directors, and technology coordinators were among those who responded to the survey.

This survey will provide essential data to inform the OER Professional Development Team and Syntiro staff to support the use of technology in Maine classrooms. Specifically it will help to identify, develop and deliver professional development opportunities to meet the needs of Maine educators in the use of technology to inform and enhance instruction. Additionally, the information will be shared with the Partnership of Partnerships, the Maine Department of Education, and other grant recipients and stakeholders.

Demographics: Position of Respondents and Superintendent Regions Represented

Principals responded at the highest rate (44%) on the survey, and the greatest number of responses were collected from the Penquis Superintendent Region (31%) followed closely by Aroostook (29%) and the Mid-coast Regions (25%).

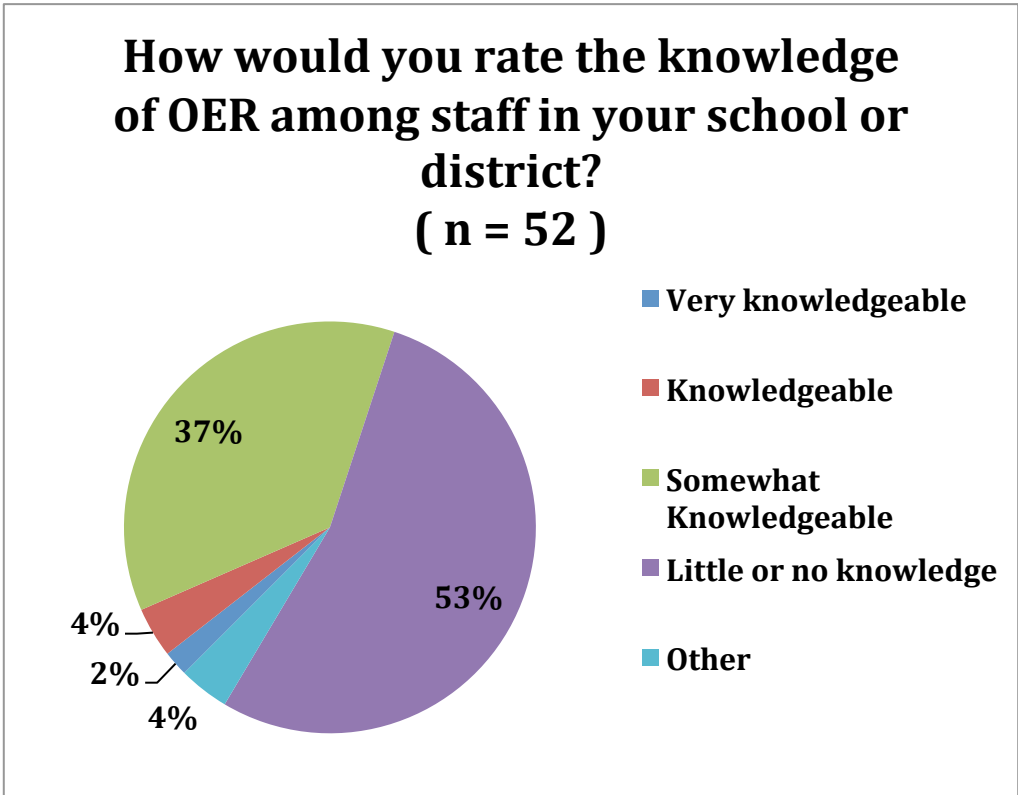


Position	Number	Percent
Superintendent	2	4%
Principal	23	44%
Curriculum Coordinator	2	4%
Assistant Principal	0	0%
Special Education Director	7	13%
Technology Coordinator	4	8%
Other	14	27%

Superintendent's Region	Number	Percent
Midcoast Region	13	25%
Aroostook County	15	29%
Washington County	0	0%
Kennebec Valley	0	0%
Hancock County	0	0%
Western Maine	7	13%
York County	0	0%
Cumberland County	1	2%
Penquis	16	31%

District/ School Wide Knowledge of OER

Over 50% of the respondents reported that their teachers had little or no knowledge of OER. Thirty-seven percent reported that their teachers were somewhat knowledgeable about these resources.

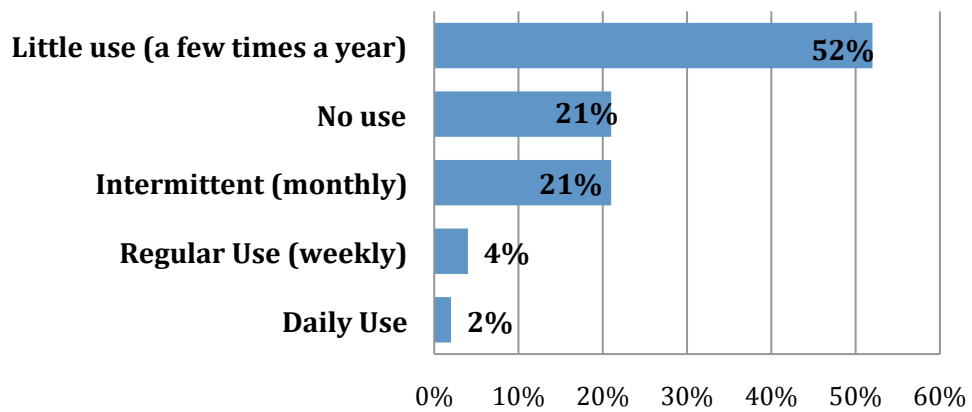


Knowledge Level	Number	Percent
Very knowledgeable	1	2%
Knowledgeable	2	4%
Somewhat Knowledgeable	19	37%
Little or no knowledge	28	54%
Other	2	4%

Educators Use of OER to Support Classroom Instruction

The majority of responders (73%) reported that educators rarely use or never use OER at the classroom level.

How would you rate educator use of OER to support instruction at the classroom level? (n = 52)

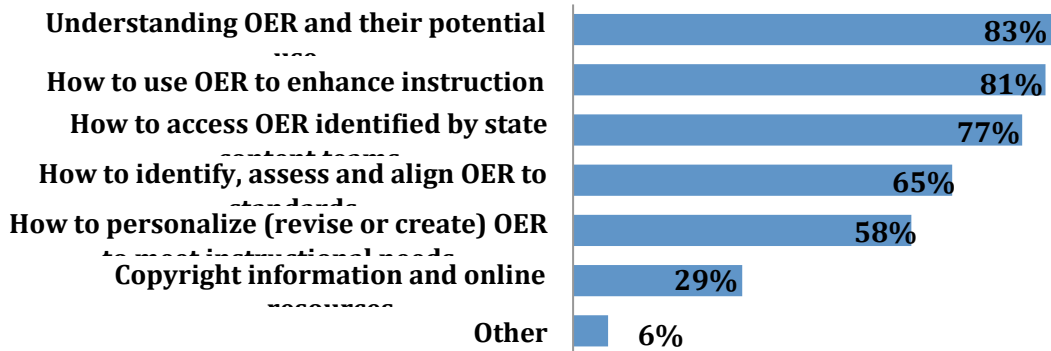


Use of OER in Classroom	Number	Percent
Daily Use	1	2%
Regular Use (weekly)	2	4%
Intermittent (monthly)	11	21%
Little use (a few times a year)	27	52%
No use	11	21%

Types of Professional Development that would be Most Helpful

There were several suggestions for professional development to support OER use in the classroom. Over 80% of respondents would like professional development on understanding OER and their potential use and how to use them to enhance instruction.

What type of information would be helpful to you and your staff to increase understanding and use of OER to support and or enhance instruction? (n=52)

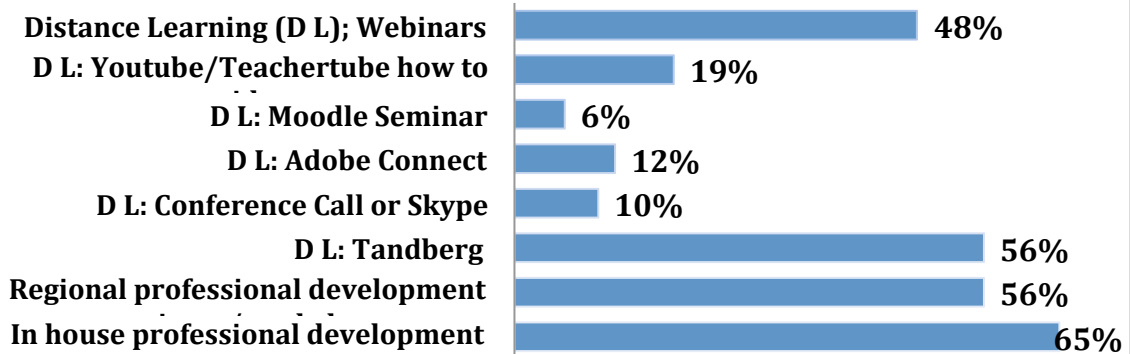


Professional Development	Number	Percent
Understanding OER and their potential use	43	83%
How to access OER identified by state content teams	40	77%
How to identify, assess and align OER to standards	34	65%
How to use OER to enhance instruction	42	81%
How to personalize (revise or create) OER to meet instructional needs	30	58%
Copyright information and online resources	15	29%
Other	3	6

Professional Development Delivery Preference

Offering a wide range of professional development venues will be most helpful in support learning and use of OER in the classroom. Examples provided by respondents included: in house professional development, regional offerings, and distance learning options incorporating webinars using technologies such as Tandberg, Adobe connect, Moodle or Skype.

Delivery of Professional Development Preferences. (n = 52)



Professional Development Delivery Preferences	Number	Percent
In house professional development seminars/ workshops	34	65%
Regional professional development seminars/workshops	29	56%
Distance Learning: Tandberg	29	56%
Distance Learning: Conference Call or Skype	5	10%
Distance Learning: Adobe Connect	6	12%
Distance Learning: Moodle Seminar	3	6%
Distance Learning; Webinars	25	48%
Distance Learning: YouTube/TeacherTube how to videos	10	19%
Other	2	4%

Additional Items

There were two additional items on the survey. The first item asked respondents if they would like professional development provided to their schools or regions via the OER state teams.

Seventeen respondents (33%) requested professional development through the current OER teams. We have reviewed the requests and are working to ensure these schools receive support and information related to OER use and the work done by the content teams.

The second item asked respondents if they would like more information about technology and OER to share with families to support their child's learning. Thirty-seven respondents (71%) answered yes. We shared our OER family webpage and put together a small packet of information that they could share with their families. To access the Sharing Educational Resources with Families OER Informational flier please visit www.syntiro.org/oer/parents.php.

For more information about OER please visit our Syntiro OER website at www.syntiro.org/oer.