

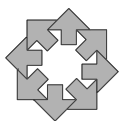
2003 Consortium Survey Reports

Autumn 2003

Torvalds

Improving Chicago's Schools

A report specially prepared
to assist in self-assessment
and long-term planning



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Acceptance of this report implies endorsement of the conditions listed below.

The Consortium on Chicago School Research has promised to maintain the confidentiality of all schools and survey participants. This report is the property of Torvalds, and will not be distributed to anyone outside of your school without the written permission of your principal. Anyone accepting a copy of this report promises to adhere to this agreement as well.

Torvalds

Improving Chicago's Schools

2003 Survey Report

Consortium on Chicago School Research

Acknowledgments

In the spring of 2003, over 101,000 students, teachers, and principals participated in the Consortium on Chicago School Research's biannual survey of Chicago Public Schools. Without the time and support teachers and principals gave to this effort, this massive undertaking would never have been possible.

Chicago Public Schools staff supported this survey administration in a variety of ways. Thanks to Daniel Bugler, Chief Officer of the Office of Research, Evaluation, and Accountability for supporting this effort. Thanks to the enthusiastic and untiring efforts of the Area Instructional Officers for encouraging their schools to participate. Andrea Ross, Jason Frost, and Janet Elenbogen provided us with necessary student and teacher data. John Jablonski wrote our scan programs and scanned all surveys with the advice and assistance of John Delmonte and Bill Galante. Ian Thomson and his staff at the Bureau of Warehouse Services made sure surveys were distributed to and collected from schools safely and efficiently. Joyce Copeland and Roy Humphrey made sure our intake crew had everything they needed to make their jobs easier.

The Consortium also owes many thanks to our own Survey Data Manager, Loretta Morris, for investing her considerable talent and energy toward making this survey effort successful. We are also very grateful to Sabrina Billings for providing much needed assistance to the survey office and for managing the intake crew. Sherrecia Jones, Stephany Price, and Brandon Halcott also assisted in the survey office. Last but not least, thanks to the efficient and patient intake crew, also managed by Messina Robinson, who monitored, recorded and prepared surveys for scanning. Many thanks to Dolores Brown, W.C. Brown, Dallas Crawford, Victor Gavin, Darnell Morris, Gussie Ross, Lauren Smylie, Ashley Stroud, Dale Thomas, and Mary Williams.

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About the Consortium

The Consortium on Chicago School Research possesses the nation's largest collection of data on any single city's public school system and its students. Our archive includes data provided by the school system, information from a variety of other public sources, and original data collected by us. In 1991, the Consortium began to survey regularly all Chicago public school principals, teachers, and students to learn their views on the state of our public schools and their experiences in them.

About the Improving Chicago's Schools Surveys

This past year, more than 101,000 students, teachers, and principals across the Chicago public school system participated in the Consortium's 2003 *Improving Chicago's Schools* survey. Students told us about their school experiences, attitudes, and activities. Teachers and principals told us about instruction in their classrooms and their professional development experiences, and answered our questions about the conditions under which they work.

Data from the *Improving Chicago's Schools* survey are used in many ways. One of the most important is the individualized reports that the Consortium prepares for every school in which a sufficient response rate is achieved.¹ This year, 412 elementary and high schools met the response rate criteria. Over the summer the Consortium prepared thousands of pages of school profiles, collected into 412 school-specific, confidential reports for those schools' principals, teachers, and Local School Councils.

These reports paint a picture of the type of learning climate, quality of instructional program, nature of student-teacher relationships, and kind of leadership that exists in each school. They also say something about the professional environment within the school, and the nature of the school's relationships with parents and others in the community. Because Chicago public schools have participated in the Consortium's surveys for the past ten years, the individual school reports also show how these things have changed over time. Taken together, this information about where a school is and how it is developing can help the school assess its progress and plan for the future. Among other things, this information can prove invaluable in carrying out an internal program review as part of the preparations for the School Improvement Plan for Advancing Academic Achievement (SIPAAA).

Survey data are used in many other ways as well. Teacher, principal, and student reports supplement the Consortium's analyses of student test scores and other performance indicators (like graduation and attendance rates) to provide a comprehensive picture of Chicago public school improvement. Along with extensive field work and other research, surveys help identify the classroom practices and school organizational characteristics that are most effective in enhancing student engagement and improving learning. As a result, the public reports prepared from analyses of these data help us to describe the current conditions in schools, the challenges schools face, and the impact of different improvement initiatives and reforms.

¹At least 42 percent of teachers or 50 percent of students must respond in order for a school to receive a report. If the Consortium receives responses from only one group at a school (i.e., teachers, but not students), only that group's measures are reported.

Understanding Your Report

Creating Measures from Item Responses

The 542 items on the teachers' surveys and the 191 items on the students' survey offer reports of *how often something happens* (e.g., how often a teacher has conversations with colleagues about what helps students learn best), *how someone feels* (e.g., to what extent teachers feel respected by their students' parents), or *someone's perceptions* (e.g., the extent to which teachers think their principal takes a personal interest in the professional development of teachers).

Sometimes several questions ask about the same thing in different ways (e.g., are teachers involved in making important decisions in their school? do they have a lot of informal opportunities to influence what happens there?). We ask similar questions to reach a more accurate understanding of, for example, teachers' views of their school as a workplace. So, while it can be interesting to analyze responses to individual survey questions (items) independently, it is often more useful to consider multiple responses to sets of related items.

We are able to do this by constructing *measures* that combine information obtained from several items that are conceptually related. So, for example, the measure of Program Coherence, described on page 10, combines information we obtained from teachers in response to questions about the extent to which curriculum and instruction are well coordinated across grades, the extent to which they are consistent among teachers in the same grade, reports of whether the focus of instruction has changed for the better in the last two years, and other related issues. The Program Coherence measure assesses the overall extent to which the school's instructional programs are coordinated and consistent both within and across grade levels.

Each question on the 2003 *Improving Chicago's Schools* survey is linked to such a measure. Your school is described in terms of how high or low it scores on 33 different measures.

Please note: while in most instances being on the high end of a scale is most desirable, on one measure, Incidence of Disciplinary Action (on page 16), being on the low end is desirable.

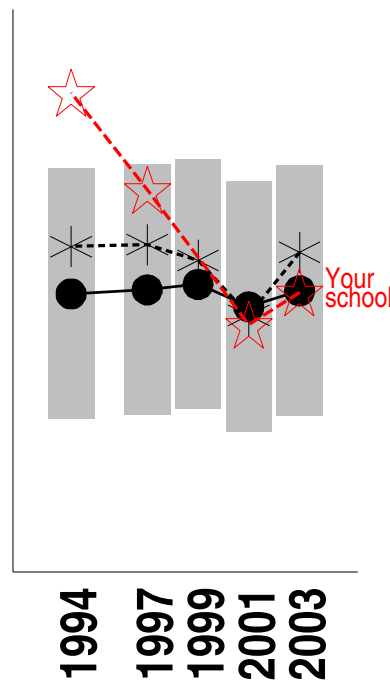
How to Read the Display for Each Measure

The following figure illustrates the basic reporting format developed by the Consortium for presenting a school's data on each measure. It compares your school both to other schools that are demographically similar to yours, and to the Chicago public school system as a whole.² In most instances, the profiles also include time-trend information about your school based on its responses to previous Consortium surveys.³ In addition to providing information about your school's standing in 2003, this trend data can provide useful information about the overall direction of your reform efforts. Has there been improvement or not?

²The Consortium relies on test scores, enrollment, mobility, racial composition, neighborhood characteristics, and other indicators from 2002 to identify schools that are demographically comparable to your school.

³A year's data may be missing on some of the profiles. This is because either the questions that comprised these particular measures were not included on the Consortium's surveys that year, or your school did not complete surveys that year.

Program Coherence



The illustrative display above charts teachers’ perceptions of their school’s instructional program coherence at five different points in time⁴ (your school’s actual score on this measure can be found on page 10). Three report trends appear here:

- your school (in red),
- schools like yours (the dashed line), and
- the Chicago public school system as a whole (the solid black line).

The points connected by the solid black lines represent the systemwide average on a measure over time. The gray box represents the range of reports each year from the middle two-thirds of CPS schools on this measure. A star located above the black line within the gray box means “somewhat above average”; correspondingly, a star located below the black line within the box means a “somewhat below average” report. Reports on the measure from the top one-sixth of schools are charted in the area above the gray box. Such a report is “substantially above average.” Similarly, reports from the bottom one-sixth of the schools on the measure appear below the box. Such reports are “substantially below average.”⁵

⁴The uneven spacing between boxes shows that three years passed between the 1994 and 1997 surveys, but only two years passed between the 1997, 1999, and 2001 surveys.

⁵Please note that there is some unavoidable imprecision in locating the star that represents your school’s value, so you should not read too much into small differences between your school and the system or schools like yours.

Looking at the figure then, we see that in 1994 the teachers in this school rated the coherence of their instructional program well above average as compared to the school system overall. Their levels decreased in 1997, and by 1999 they were about at the average of all schools. In 2003, teachers in this school rated Program Coherence at about the average of the school system overall, and slightly below demographically similar schools.

Please note: Even though a school as a whole may have met the criteria for receiving a specially prepared report, it is possible that some measures are not reported. At least seven students or seven teachers need to respond to all of the survey items that comprise a measure in order to get a valid reading of that measure. If less than seven respond, only the system mean and the “schools like yours” trend appear on the profile.⁶ Also, if your school did not complete surveys in a previous year, no star will appear on the red trend line for that year.

How Your Report is Organized: A Set of Profiles

The Consortium has conducted extensive, in-depth studies of Chicago’s public schools since 1990. This research provides compelling evidence demonstrating the importance of school leadership, parent and community partnerships, a student-centered learning climate, professional development and collaboration, and the quality of the instructional program.⁷ These five domains are frequently referred to as the Essential Supports for Student Learning in improving student achievement. Consortium studies show that schools that are strong in these essential supports are more likely to improve academically. Studies also show that schools that are weak are more likely to be academically nonimproving.

Because these supports have been shown to have powerful effects on student outcomes, we use them to provide a framework for organizing the profiles presented in this report. Each profile consists of a set of measures. For example, the School Leadership profile is described in terms of a set of six related measures:

- Teacher-Principal Trust
- Teacher Influence
- Principal Instructional Leadership
- Program Coherence
- LSC Contribution

Not surprisingly, while each support is important in its own way, it is the systemic blending of initiatives that makes a material difference in student learning.⁸ For that reason, it is often beneficial to consider a school’s profile on each Essential Support for Student Learning in relation to its performance on others.

⁶If no students or teachers in your school responded, then only the system trend will appear.

⁷Many of these studies are cited on the pages that follow; most can be downloaded at no charge, and all can be ordered from the Consortium’s website at www.consortium-chicago.org.

⁸See the Consortium’s report, *Development of Chicago Annenberg Schools: 1996-1999* (2001).

New for 2003

In 2003, we expanded the survey's instruction and literacy sections. These data will provide the foundation for future analyses of instruction-related outcomes as well as an in-depth analysis of the Chicago Reading Initiative, a program that has provided reading specialists to a number of Chicago Public Schools. To make room for the expanded instruction and literacy sections, we removed those measures that had become redundant over time.

The measure called "Press Toward Academic Achievement" in previous years has been reconstructed to more accurately reflect what teachers actually do to push their students to achieve. The measure this year is not comparable to the measure in previous years, and so results only for this year are presented in this report. In addition, we have changed the title of the measure to "Academic Press" to minimize confusion with the previous version.

Additionally, we shortened the student surveys to encourage completion. The original student survey was divided into two separate surveys – one for math and one for English, and selection of which survey a student would take was done randomly, instead of being based on birthdates as in previous years.

Since there are now a number of schools that serve elementary as well as high school grades, for a few schools we are providing two different reports. This elementary grades report reports the results from your students in grades six through eight. This report has the school name on the front page (and on other parts) printed in **red**. The high school report, with the school name (and the other parts) printed in **purple**, presents the results from your students in ninth and 10th grades. If the majority of your teachers teach in grades K through eight, their results will be in this report. If, on the other hand, most of your teachers teach in the higher grades, their results will be in the high school report.

Using this Report

The information presented in this report can be used in a variety of ways. It is intended to supplement your assessments of test-score data and other performance indicators on the School Improvement Plan for Advancing Academic Achievement. It will identify areas that are becoming stronger over time or have always been strong. And it may identify areas that are weak or getting weaker. The definitions of the measures that comprise each profile describe in detail what high levels signify, including if they report teacher or student responses, if they are positive or negative measures, and what their questions on the surveys addressed. Measures constructed from teacher responses are marked with a “(T)” after the measure title; measures from student responses are marked with an “(S).”

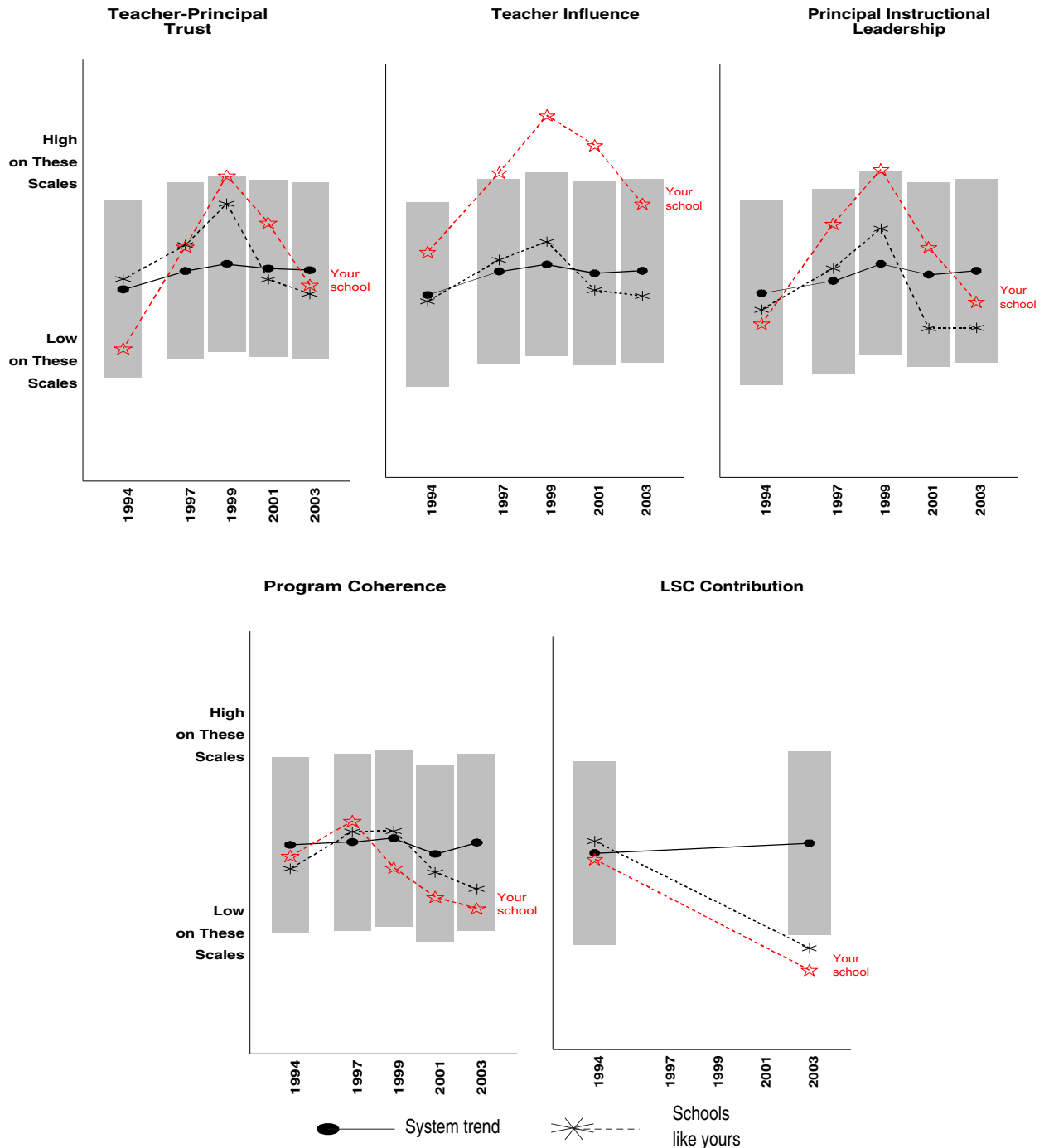
The information provided in this report can stimulate discussion among your school’s principal, teachers, and members of your Local School Council about setting priorities. It may help you decide which external partnerships are most likely to benefit your school, how much more effort you should devote to integrating community resources in your programs of instruction, or whether you should focus more attention on increasing students’ personal safety inside and outside the school building.

In the pages that follow, we explain your school data through figures, descriptions of measures, and questions you might like to ask about your school’s position on these measures. These are by no means exhaustive lists of the issues you may wish to consider as you use this report in your SIPAAA planning or for other purposes. But we hope they give you a feeling for the many ways this information can help you assess your school’s accomplishments and plan for your future.

Item reports for each measure are also available from the Consortium by request. These supplemental reports provide your school’s specific responses to each of the survey items that make up the measures compared to the systemwide average, and to high- and low-rated schools.

Summary Profiles for Torvalds

School Leadership Inclusive Process and Strategic Orientation



Teacher-Principal Trust (T) The extent to which teachers feel their principal respects and supports them. Questions ask teachers if the principal looks out for their welfare, has confidence in their expertise, and if they respect the principal as an educator. *High levels indicate that teachers share deep mutual trust and respect with the principal.*

Teacher Influence (T) Measures the extent of teachers' involvement in school decision making. It assesses teachers' influence on the selection of instructional materials, setting of school policy, in-service program planning, discretionary funds spending, and hiring of professional staff. *High levels indicate that teachers have influence on a broad range of issues at the school.*

Principal Instructional Leadership (T) Teachers' perception of their principal as an instructional leader with respect to the teaching and learning standards, communication of a clear vision for the school, and tracking of academic progress. *High levels indicate that teachers view their principal as very involved in classroom instruction.*

Program Coherence (T) The degree to which teachers feel the programs at their school are coordinated with each other and with the school's mission. Questions ask teachers if instructional materials are consistent within and across grades and if there is sustained attention to quality program implementation. *High levels indicate that the school's programs are coordinated and consistent with its goals for student learning.*

LSC Contribution (T) Measures the degree to which teachers view the contribution of the Local School Council (LSC) as positive in the areas of curriculum, safety, parent involvement, and community relations. *High levels indicate that the teachers view the LSC as making positive contributions to the school.*

TO CONSIDER: Previous Consortium studies have documented that principals in improving schools actively reach out to teachers, parents, and local community leaders to engage them in the tasks of strengthening teaching and learning at the school.⁹ Effective processes are established for involving local actors in school improvement planning. Moreover, in these schools there is a strong strategic orientation toward and concern about program coordination and the quality of implementation.

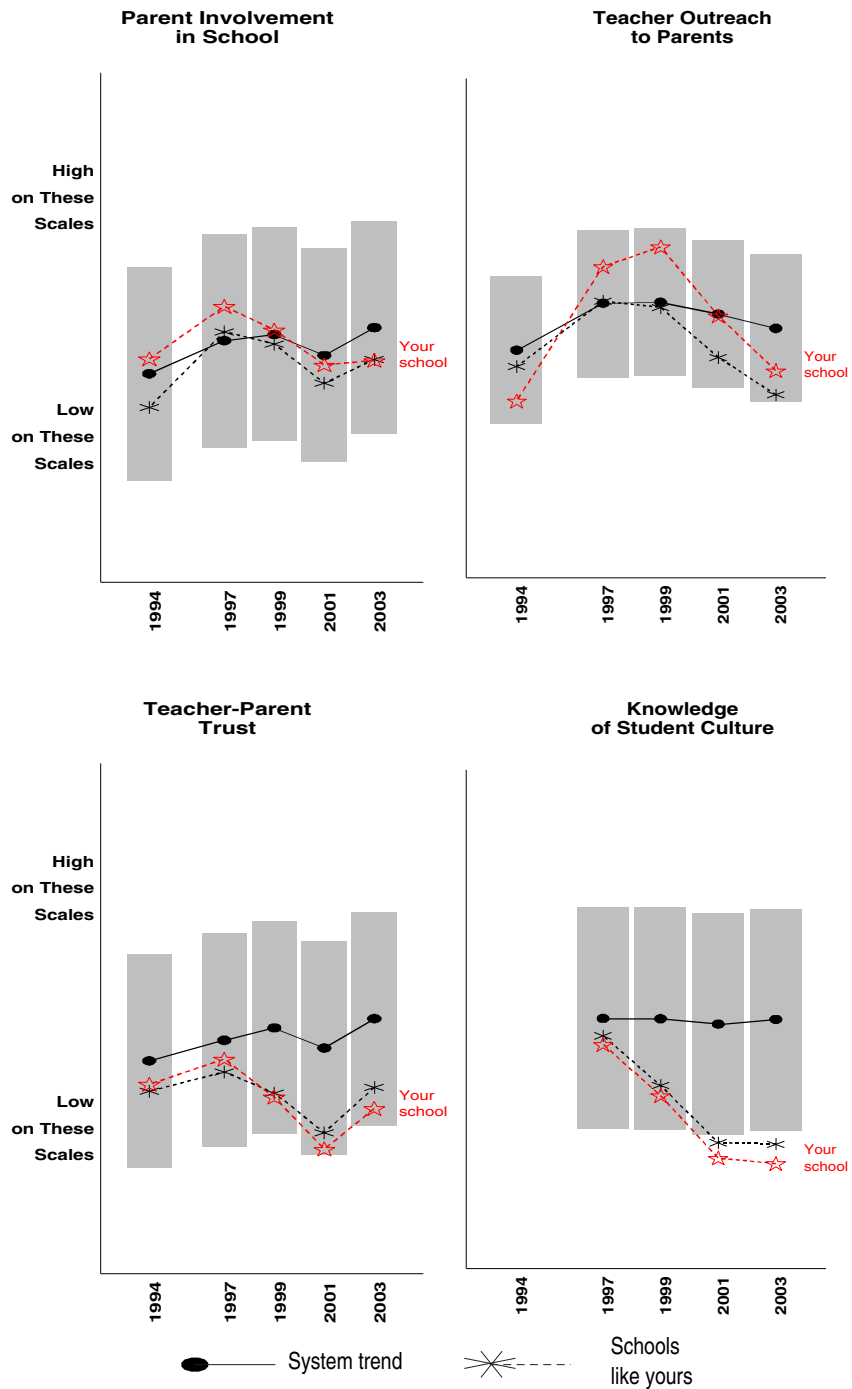
A recent Consortium report showed that instructional program coherence greatly facilitates school improvement initiatives.¹⁰ Although a school may have many different and exciting programs, a lack of coordination among them may thwart their positive impact.

- Is your school's report on the program coherence measure what you expected?
- As you think about all of your school's efforts to improve over the last two years, do they reflect a coordinated plan?
- Has there been real attention to quality implementation of each initiative?
- Is there a coherent instructional framework that teachers share for each subject, or are there competing goals and programs?

⁹See *Democratic Localism as a Lever for Change* (Westview Press, 1998) and the Consortium report *School Leadership and the Bottom Line in Chicago* (2000).

¹⁰See the Consortium report *School Instructional Program Coherence* (2001).

Parent and Community Partnerships: Participant Relations



Parent Involvement in School (T) Teachers' reports on the level of parent involvement and support for the school. Questions ask teachers how often parents pick up report cards, attend parent-teacher conferences and school events, volunteer to help in the classroom, and participate in fundraising events. *High levels indicate that many parents are actively engaged with the school.*

Teacher Outreach to Parents (T) A measure of the school's effort to work with parents to develop common goals, good communication, and strengthen student learning. Questions ask teachers about their efforts to understand parents' problems, invite parents to visit classrooms, seek parents' feedback, and build relations with parents. *High levels indicate that teachers actively reach out to parents.*

Teacher-Parent Trust (T) Teachers' perceptions of the degree of mutual respect between themselves and parents, and their support of each other's efforts to improve student learning. Questions ask teachers if they consider themselves partners with parents in educating children, if they receive strong parental support and if the school staff works hard to build trust with parents. *High levels indicate mutually supportive relationships among parents and teachers.*

Knowledge of Students' Culture (T) Teachers' reports about their efforts to better understand their students. Questions ask teachers how many of their colleagues talk with students about their culture and home lives, and whether they know about the issues facing the surrounding community. *High levels indicate that many teachers are committed to learning more about their students and the community where they live.*

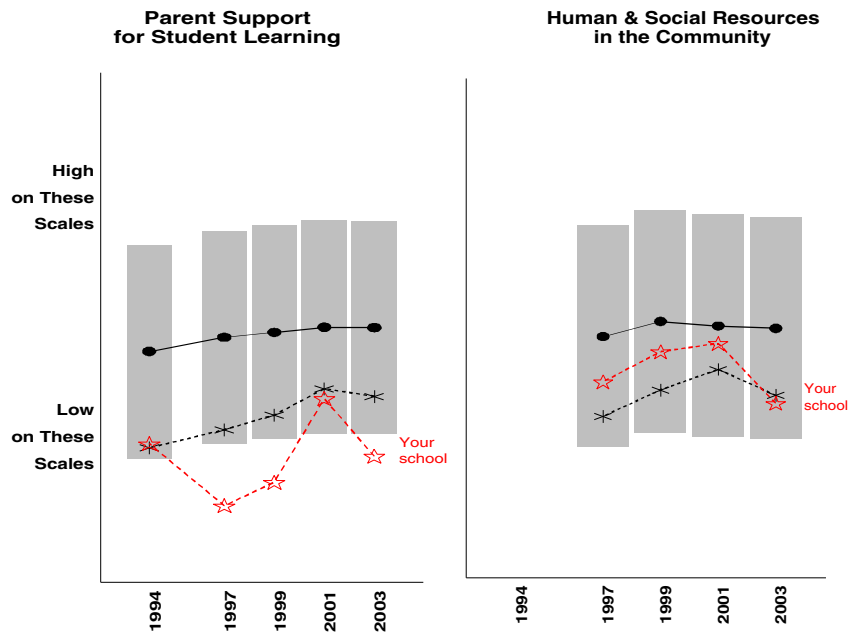
TO CONSIDER: A major issue for urban school reform involves reconnecting local school professionals to the parents and communities they are intended to serve. Unless this occurs, major improvements in student learning remain unlikely. It is incumbent on principals and teachers to reach out to parents, to seek to establish trusting relationships, and to engage them in the tasks of enhancing student learning. For schools in low-income and immigrant communities, teachers often need to learn more about their distinctive local context and how they can use this knowledge to promote their students' interest in school and actual learning.

- How do your school's levels on Teacher-Parent Trust compare to Teacher-Principal Trust on the previous page?
- Are levels for Parent Involvement in School and Teacher Outreach to Parents similar?
- Should your school be doing more outreach to increase parent involvement?

Look at Parent Support for Student Learning on the next page.

- Are your results on that profile what you expected given teachers' outreach to parents?
- What else could your school do to encourage parents' involvement and support?

Parent and Community Partnerships: Students' Sense of Support



● System trend

⋆ Schools like yours

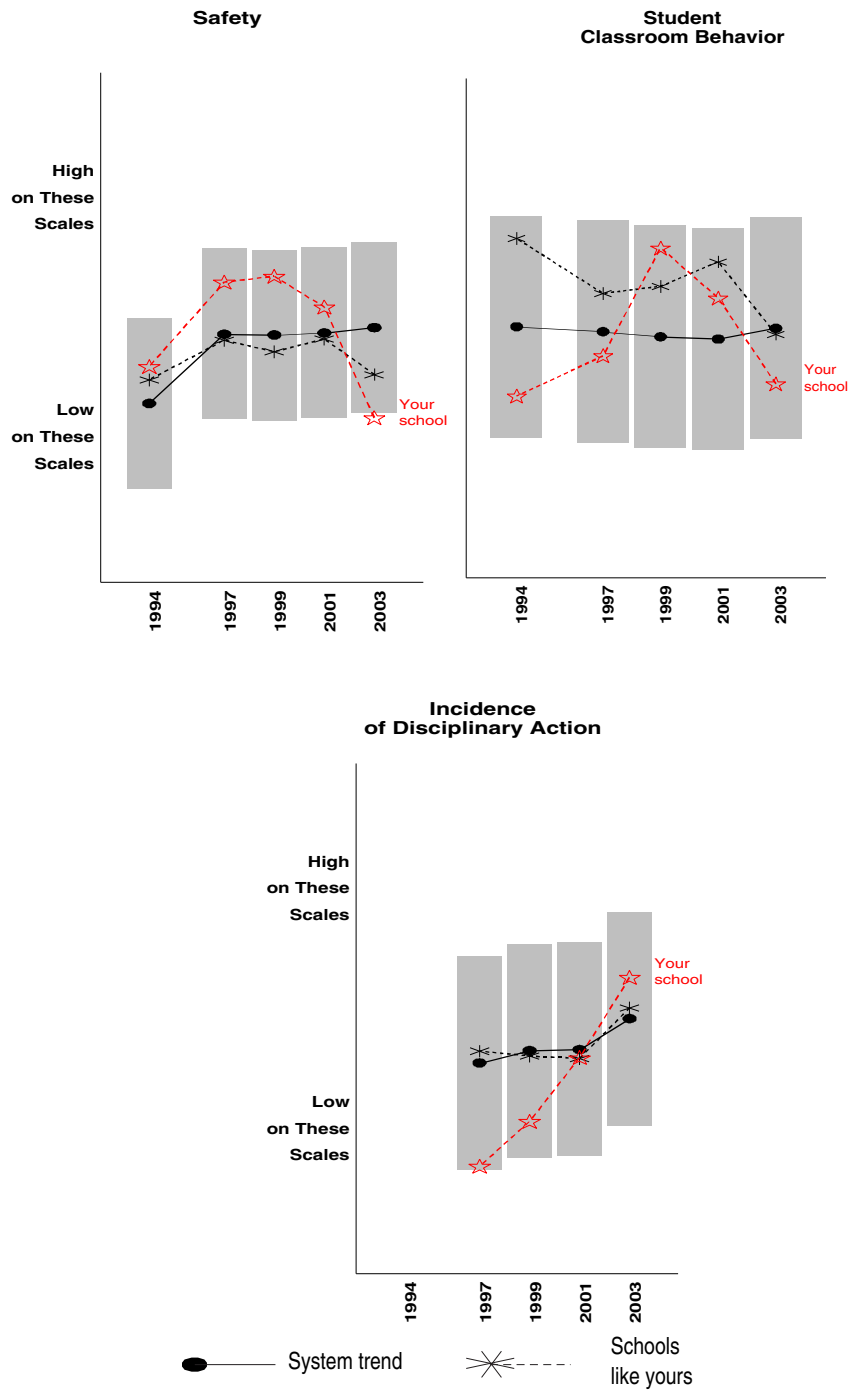
Parent Support for Student Learning (S) Students' perceptions of their parents' support for their school performance. Questions ask students how often their parents or other adults encourage them to work hard, do their homework, and take responsibility for their actions. *High levels indicate strong parental support.*

Human and Social Resources in the Community (S) Students' assessment of the level of their trust in and reliance upon neighbors and community members, and whether they feel adults in the community know and care about them and each other. Questions ask students if adults know who the local children are, make sure they are safe, and can be trusted. *High levels indicate that many students can turn to community resources for support.*

TO CONSIDER: Compare students' perception of their parents' support to teachers' reports about parent and school relations.

- What else could your school do to make it easier for parents to contact the school with their concerns and questions?
- What are some promising ideas for improving communication with parents about your school's goals?
- How can you draw on organizations and agencies in the community to support students more? Could the LSC help with this?

Student-Centered Learning Climate: Safety and Order



Safety (S) A reflection of students' sense of personal safety inside the school, outside the school, and traveling to and from school. *High levels indicate that students feel very safe in all these areas.*

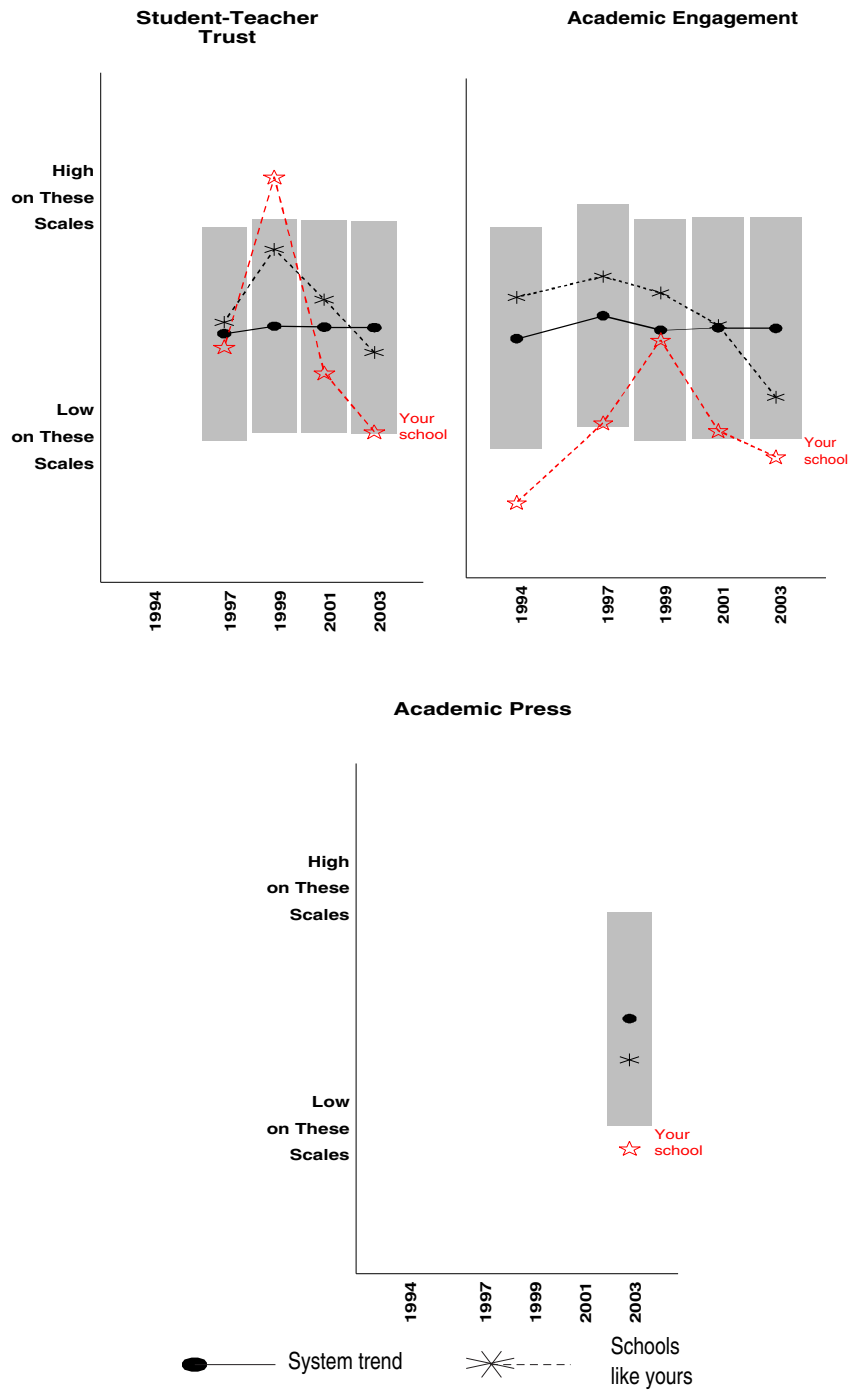
Student Classroom Behavior (S) Students' assessment of their peers' classroom behavior with regard to how they treat each other, how often they disrupt class, if they have respect for each other, and if they help each other learn. *High levels indicate that positive behaviors are more prevalent and problem behaviors are less so.*

Incidence of Disciplinary Action (S) A measure of how often students get into trouble and are disciplined. Questions ask students how many times they have been sent to the office or suspended, and how often their parents have been contacted about discipline problems. *High levels indicate that students get into trouble frequently and often receive disciplinary action.* This is a negative scale; low levels are more desirable than high ones.

TO CONSIDER: Good schools have a strong student-centered learning climate. Such schools are safe and orderly environments—an absolute prerequisite for student learning. Such schools are also very personal environments. Teachers know students by name. While teachers press students toward ambitious academic work, they also provide considerable personal support to help all students attain these high goals. Similarly, students generally support each other in their academic work.

- Is there consensus among the faculty about standards for student behavior and are these communicated consistently with students?
- Consider your school's Academic Engagement measure (page 18). How does it compare with the measures on this page?

Student-Centered Learning Climate: Involvement and Support



Student-Teacher Trust (S) Students' perceptions about the quality of their relationships with teachers. Questions ask students if teachers care about them, keep promises, listen to their ideas, and try to be fair. *High levels indicate that there is trust and open communication between students and teachers.*

Academic Engagement (S) Students' reports about their interest and engagement in learning. Questions ask about students' interest in the topics they are studying and their engagement in the classroom in general. *High levels indicate that students are highly engaged in learning.*

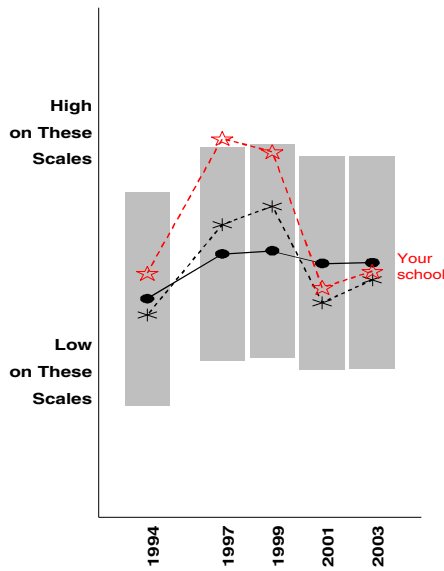
Academic Press (S) Students' views of their teachers' efforts to push students to higher levels of academic performance. Students also report on teachers' expectations of student effort and participation. *High levels indicate that most teachers press all students toward academic achievement.*

TO CONSIDER: Student-Teacher Trust (page 18), Teacher-Parent Trust (page 12), Teacher-Principal Trust (page 10) and Teacher-Teacher Trust (page 22) are the social foundations for meaningful school development.¹¹ How does your school measure up?

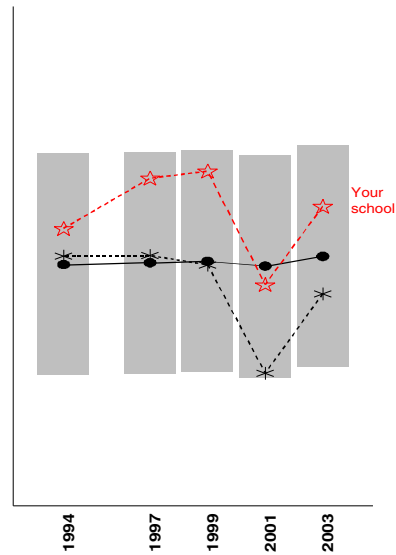
¹¹See the Consortium report *Social Trust: A Moral Resource for School Improvement* (1996). and Bryk and Schneider (2002) *Trust in Schools: A Core Resource for Improvement*.

Professional Capacity: Professional Community

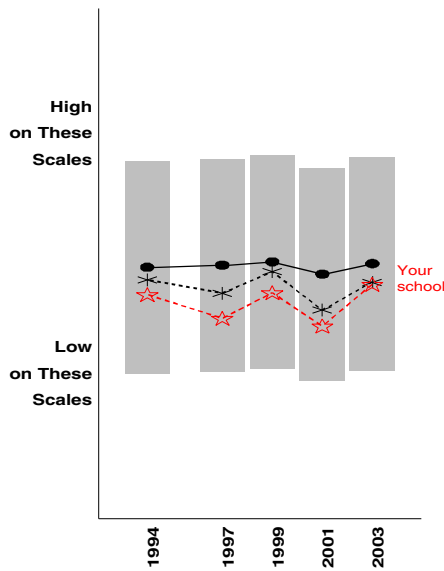
Peer Collaboration



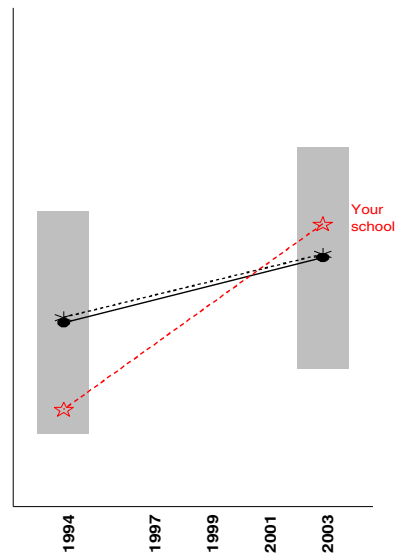
Reflective Dialogue



Collective Responsibility



Socialization of New Teachers



● System trend

✱ Schools like yours

Peer Collaboration (T) Teachers' reports about the level of cooperation and collaboration among staff. Questions ask teachers about the quality of the relationships among faculty, if staff coordinates teaching and learning across grades, and if teachers collaborate in their design of new instructional programs. *High levels indicate that teachers have moved beyond cordial relationships with their colleagues to ones in which they are actively working together.*

Reflective Dialogue (T) Teachers' assessment of how often they talk with one another about instruction and student learning. Questions ask teachers about their discussion of curriculum and instruction, the school's goals, and the best ways to help students learn and manage classroom behavior. *High levels indicate that teachers frequently discuss instruction and student learning.*

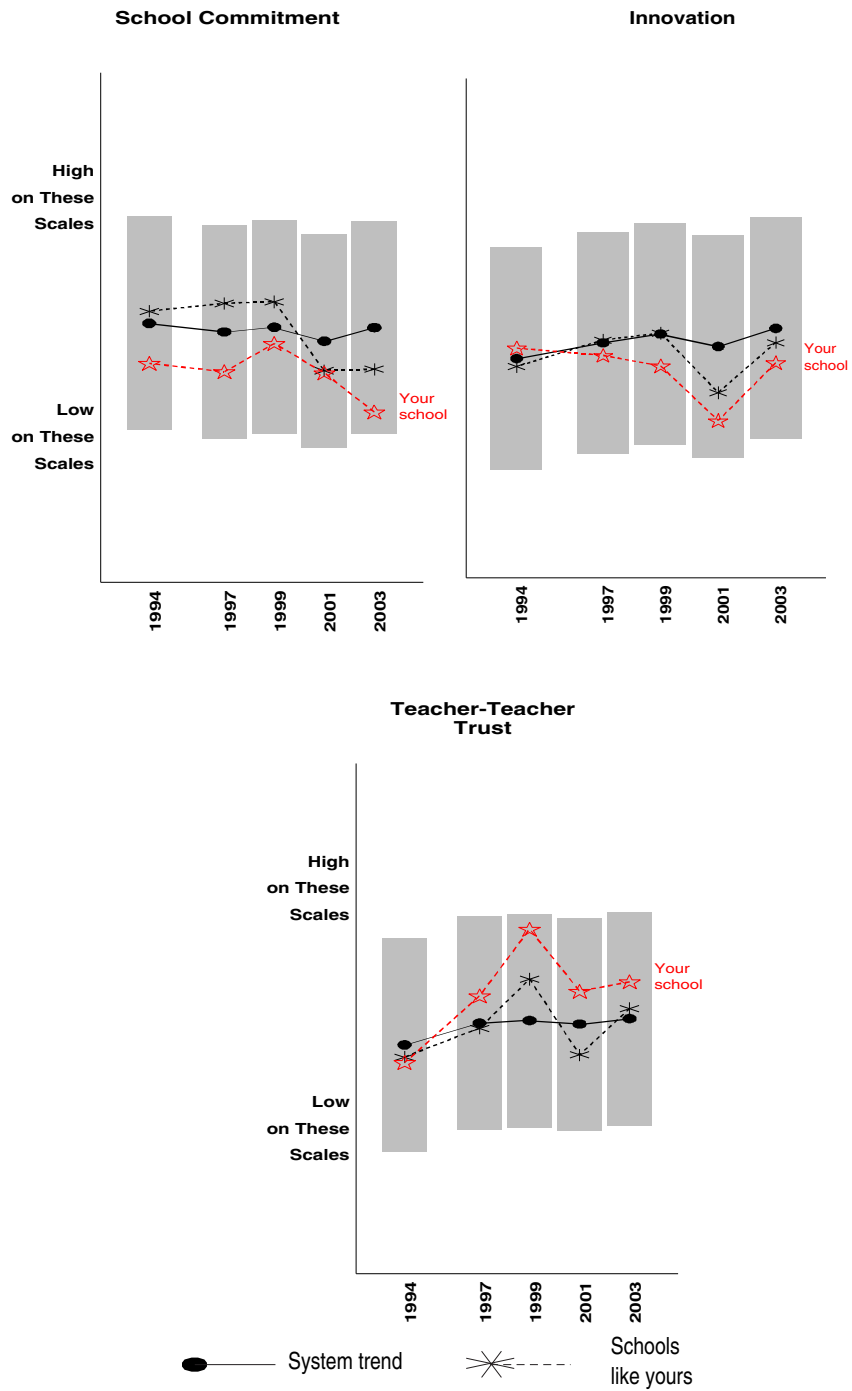
Collective Responsibility (T) Teachers' assessment of the strength of their shared commitment to improve the school so that all students learn. Questions ask teachers how many colleagues feel responsible for students' academic and social development, set high standards for professional practice, and take responsibility for school improvement. *High levels indicate a strong sense of shared responsibility among faculty.*

Socialization of New Teachers (T) Teachers' reports of the extent to which teachers are made to feel welcome and are given helpful feedback on their instructional practices. *High levels indicate strong, positive efforts to include new teachers in the professional community of the school.*

TO CONSIDER: Teachers need support from colleagues in order to improve their practice. When a school is organized as a professional community, many opportunities exist for teachers to learn from one another, to plan and implement instructional initiatives together, and to support each other in the hard tasks of school improvement. At base, teachers in such schools share a collective responsibility for the learning of all students.

- When and how does your school make time for teachers to collaborate and talk with each other about teaching and learning?
- What structures exist within grades, across grades, and schoolwide to promote such conversations?
- Would increased collaboration improve your school's program coherence (page 10), and/or deepen the trust among school community members?

Professional Capacity: Professional Workplace



School Commitment (T) The extent to which teachers feel loyal and committed to the school. Questions ask teachers if they look forward to going to work, would rather work somewhere else, and if they would recommend the school to parents. *High levels indicate teachers are deeply committed to the school.*

Innovation (T) Teachers' perceptions of whether or not they are continually learning and seeking new ideas, have a "can do" attitude, and are encouraged to try new ideas in their teaching. *High levels indicate that there is a strong orientation toward improvement and a willingness to be part of an active learning environment.*

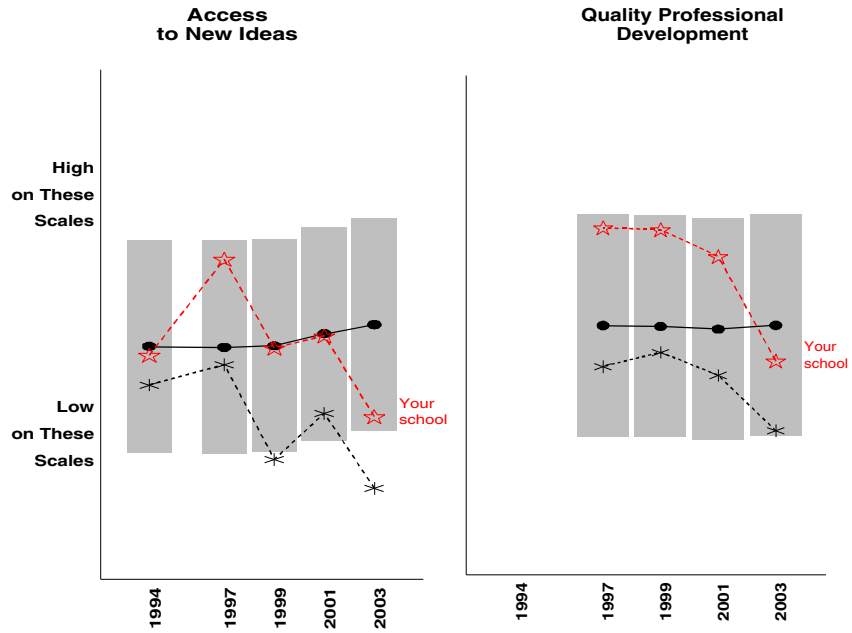
Teacher-Teacher Trust (T) The extent to which teachers feel they have mutual respect for each other, for those who lead school improvement efforts, and for those who are experts at their craft. Questions also ask teachers if they feel comfortable discussing their feelings and worries and really care about each other. *High levels indicate teachers trust and respect each other.*

TO CONSIDER: The nature of teachers' underlying beliefs and values plays a key role in instructional improvement. In improving schools, teachers maintain a "can do" attitude. They believe that changes in their practice can result in enhanced student learning, and they share a commitment with colleagues to promote such changes.

Taken with the measures under Professional Community on page 20, use the measures on this page to consider the following questions:

- Do the teachers here consider themselves a team?
- Are the teachers ready/willing to improve the school?
- Are there circumstances that undermine trust? And, if so, how can teachers resolve these?

Professional Capacity: Professional Development



● System trend

✱ Schools like yours

Access to New Ideas (T) The extent to which teachers participate in professional development. Questions ask teachers how often they attend professional development activities sponsored by the school, district, or union; take continuing education courses at a college or university; and network with teachers from other schools. *High levels indicate that teachers are actively involved in professional development activities.*

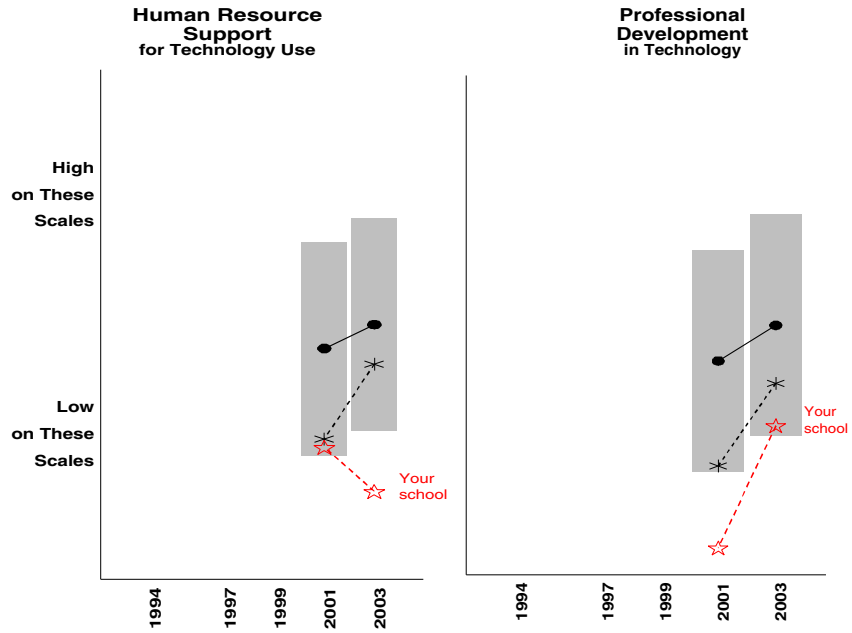
Quality Professional Development (T) Teachers' assessment of the degree to which professional development has influenced their teaching, helped them understand students better, and provided them with opportunities to work with colleagues and teachers from other schools. *High levels indicate that teachers are involved in sustained professional development focused on important school goals.*

TO CONSIDER: Enhancing teachers' knowledge and skills is arguably the single most important initiative schools can undertake to improve student learning.¹²

If your staff is poised to make real improvements in instruction, the necessary learning opportunities must be in place for teachers. The measures on this page will help you assess if new instruction initiatives have a greater likelihood of being implemented well.

¹²See the Consortium's report *Teacher Professional Development in Chicago: Supporting Professional Practice* (2001).

Support for Technology Integration In Schools



● — System trend

✱ - - - Schools like yours

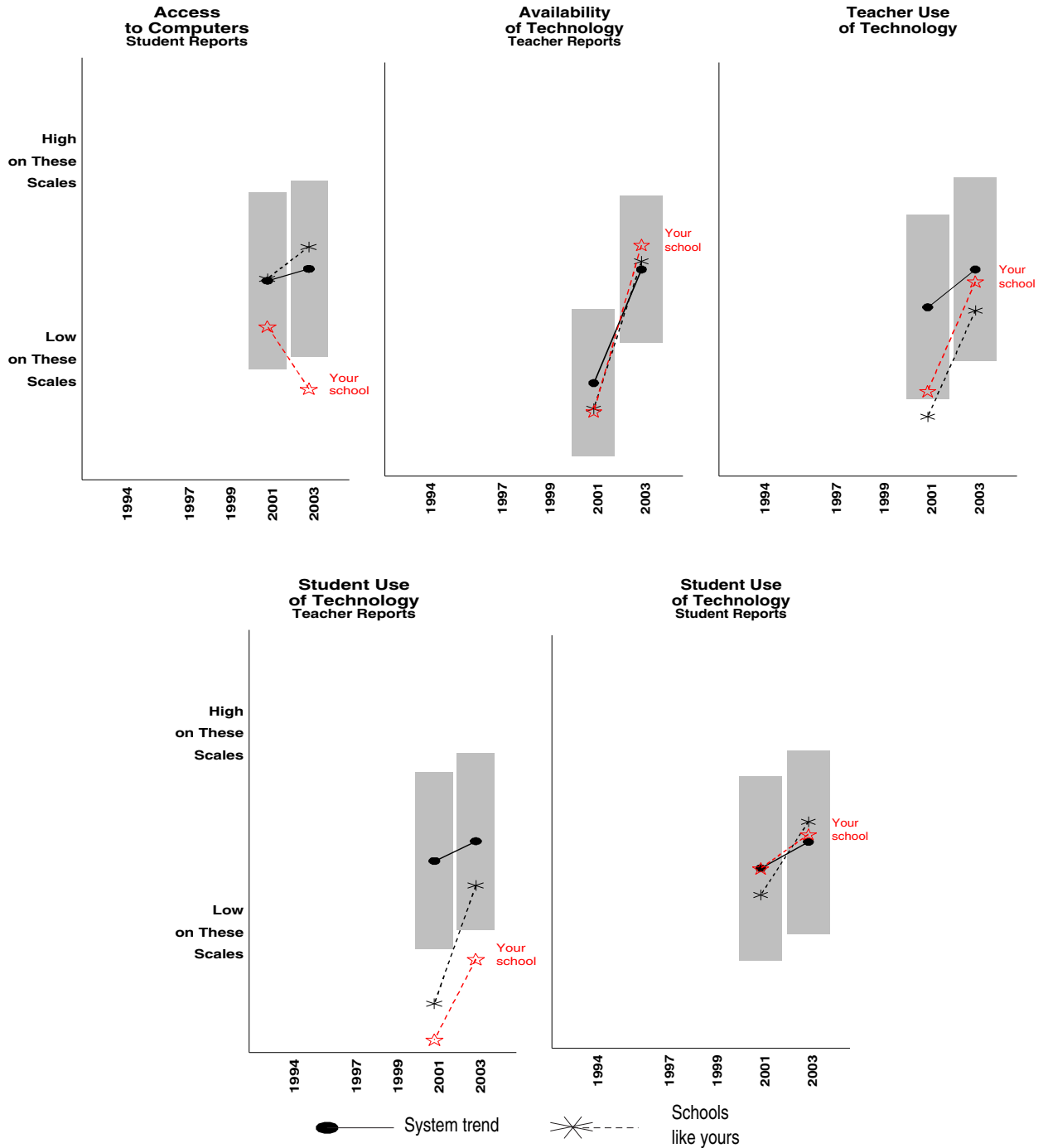
Human Resource Support for Technology Use (T) Teachers' reports about the amount of support they receive for using technology as a teaching tool. *Support here means access to a technology coordinator, assistance with curriculum integration, and hardware in good working order.*

Professional Development in Technology (T) Teachers' assessment of their awareness of and participation in professional development activities designed to integrate technology in the classroom. *High levels indicate that teachers are able to find and take advantage of such professional development.*

TO CONSIDER: Technology has changed virtually every workplace, except schools. Now, it is beginning to happen here too. The meaningful integration of technology into the work lives of students and teachers requires extensive support. Schools need to be wired, computers need to be purchased, Internet access assured. Many teachers need collegial support and professional development in order to learn how to use these new resources well in their classrooms. Without these developments, the school will likely remain digitally divided.

- How do the data on your school's support for technology integration relate to students' and teachers' reports about the availability and use of technology found on the next page?

Availability and Use of Technology in the Classroom



Access to Computers (S) Students' reports about the extent to which computer hardware is available to them. *High levels indicate greater access by students to computers.*

Availability of Technology (T) Teachers' reports about the extent to which they are able to use technology, including computers, the Internet, and email in their classrooms. *High levels indicate more extensive availability of technology for teachers.*

Teacher Use of Technology (T) Teachers' assessment of how often they use technology in their own work. Possible uses include creating instructional materials, accessing model lesson plans, and creating multimedia presentations. *High levels indicate more frequent and diverse use among teachers.*

Student Use of Technology (T) Teachers' assessment of how often they incorporate technology into their assignments. Possible uses include practice drills, word processing, creating presentations, and research on the Internet. *High levels indicate more frequent and diverse use among students.*

Student Use of Technology (S) Students' reports about their use of technology at school for a variety of purposes such as practice drills, word processing, research on the Internet, and creating presentations. *High levels indicate more frequent and diverse use among students in school.*

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The Consortium on Chicago School Research aims to conduct research of high technical quality that can inform and assess policy and practice in the Chicago Public Schools. By broadly engaging local leadership in our work, and presenting our findings to diverse audiences, we seek to expand communication between researchers, policy makers, and practitioners. The Consortium encourages the use of research in policy action, but does not argue for particular policies or programs. Rather, we believe that good policy is most likely to result from a genuine competition of ideas informed by the best evidence that can be obtained.

Founded in 1990, the Consortium is located at the University of Chicago.

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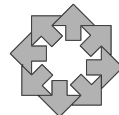
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