

**Survey Results of
Oregon Secondary School Teachers -
Focus on Math, Science, & Technology Teachers**

SURVEY PURPOSE

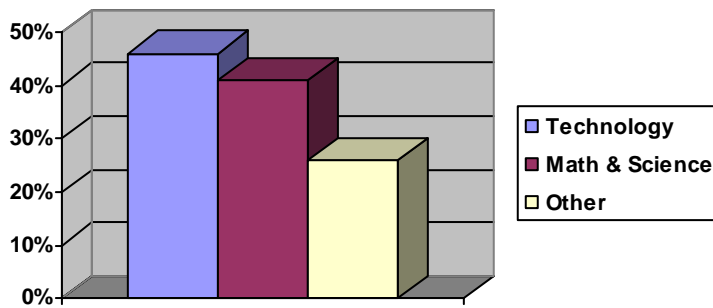
The purpose of this survey was to provide information to education and business leaders to help them craft a strategic plan for Oregon, relating to motivating and preparing students for technical careers. The anonymous survey consisted of 20 questions asking teachers their personal perspective on teaching technology courses.

RESPONDENTS

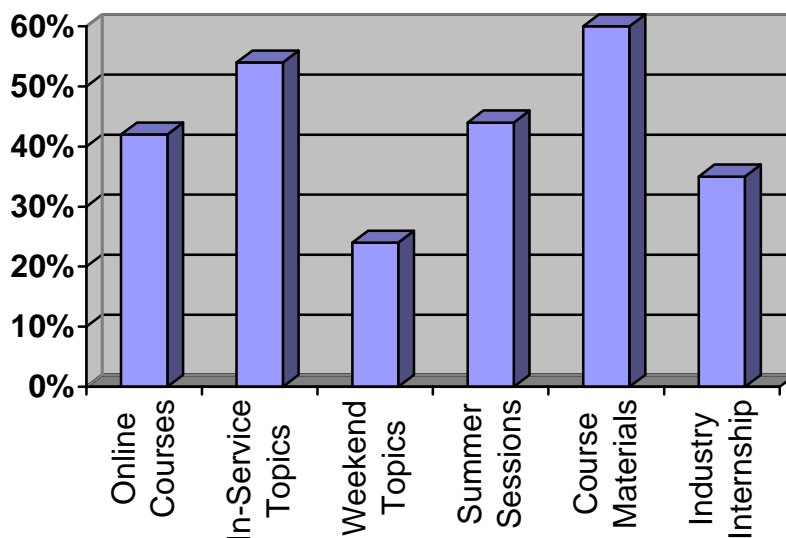
The target audience of the survey was Oregon high school technology, math, and science teachers. The survey was conducted May, June, and July, 2005. 223 teachers throughout the state of Oregon responded to the survey. 73% of the respondents teach at least some technology courses.

RESPONDENTS' TEACHING TIME

Respondents said they spend 50% or more of their teaching time in these areas.



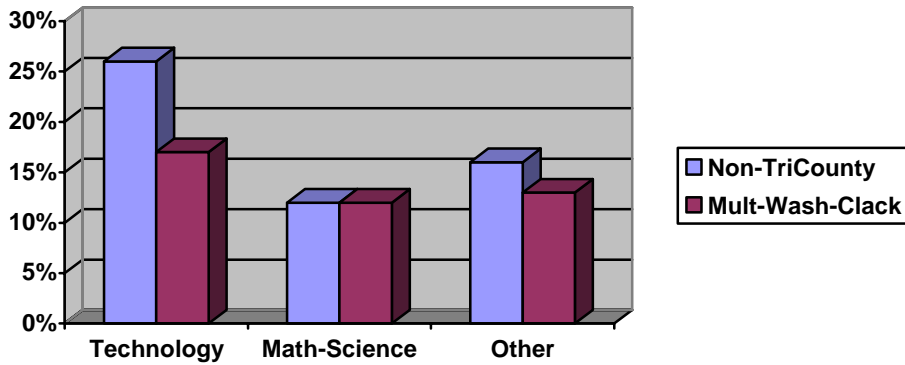
TECHNOLOGY TEACHER PROFESSIONAL DEVELOPMENT PREFERENCES



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OREGON COUNTIES REPRESENTED IN SURVEY

Respondents were from 29 counties. Multnomah, Washington, and Clackamas counties are considered the Tri-County area.

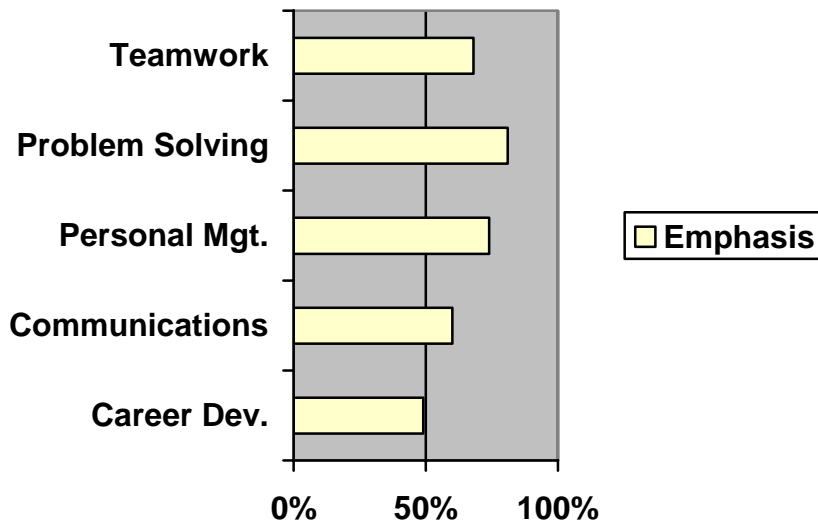


CAREER-RELATED LEARNING STANDARDS

Nearly equal emphasis is given to all CRLS areas.

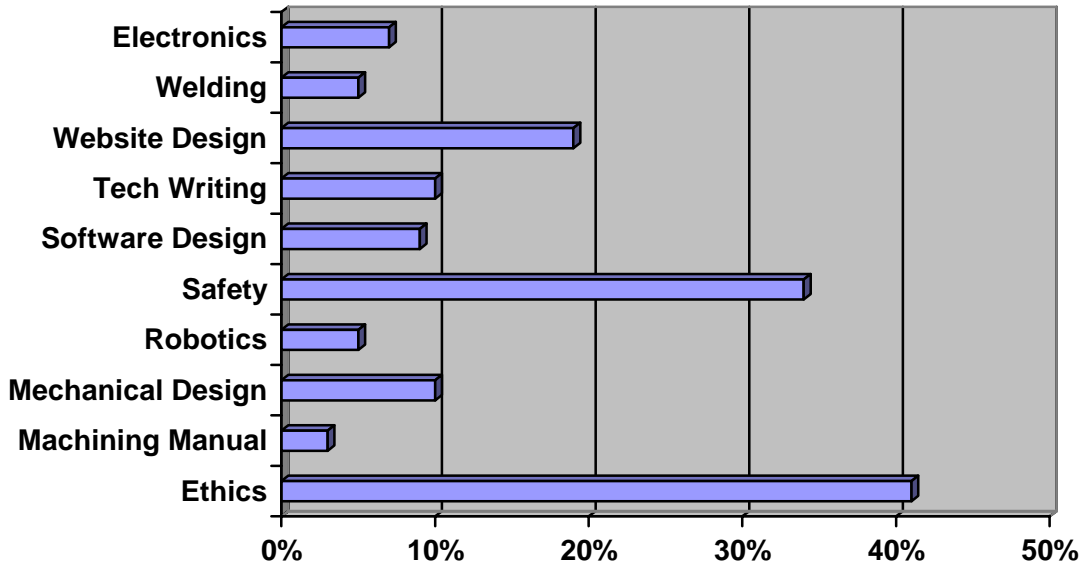
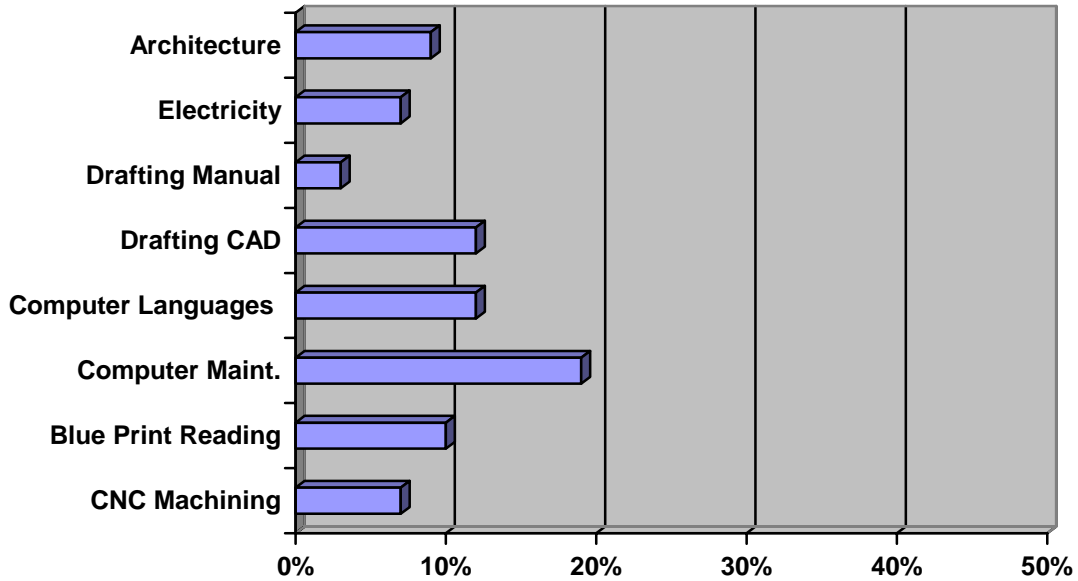
Reference:

<http://www.ode.state.or.us/teachlearn/certificates/cam/pdfs/implemguide/implementationguide200304.pdf>



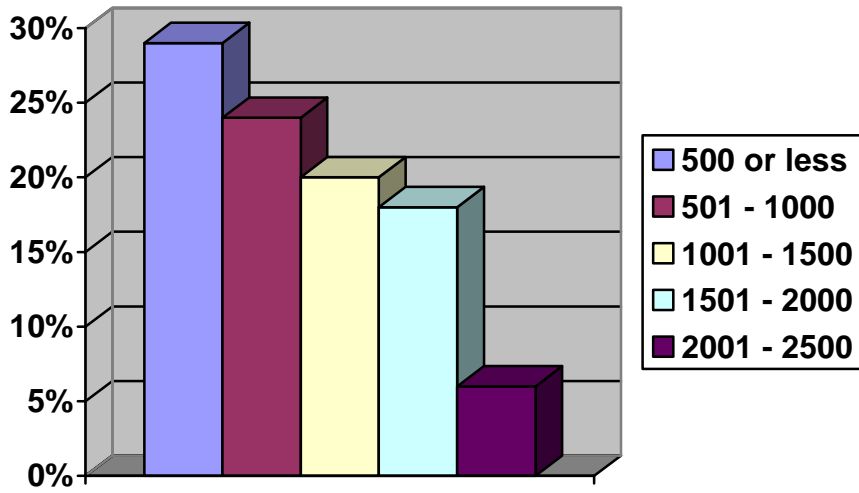
TECHNOLOGY COURSE EMPHASIS

Teachers give classroom emphasis to the following technology subjects:

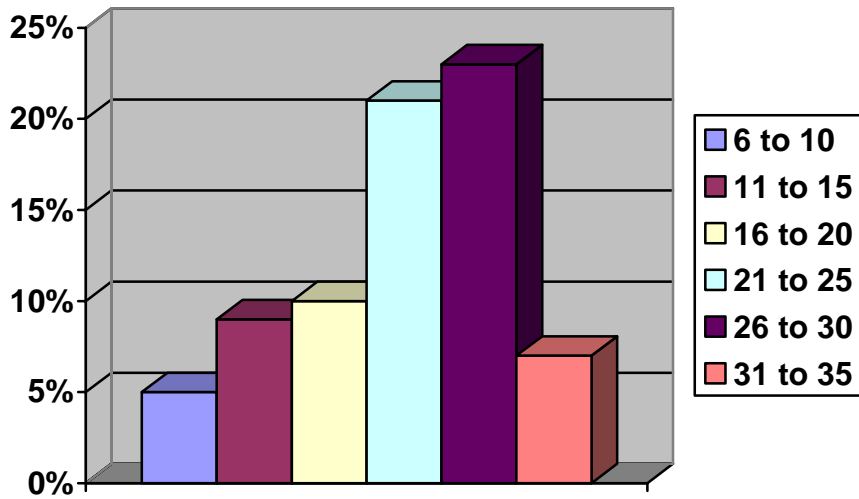


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STUDENTS ENROLLMENT IN RESPONDENTS' SCHOOLS

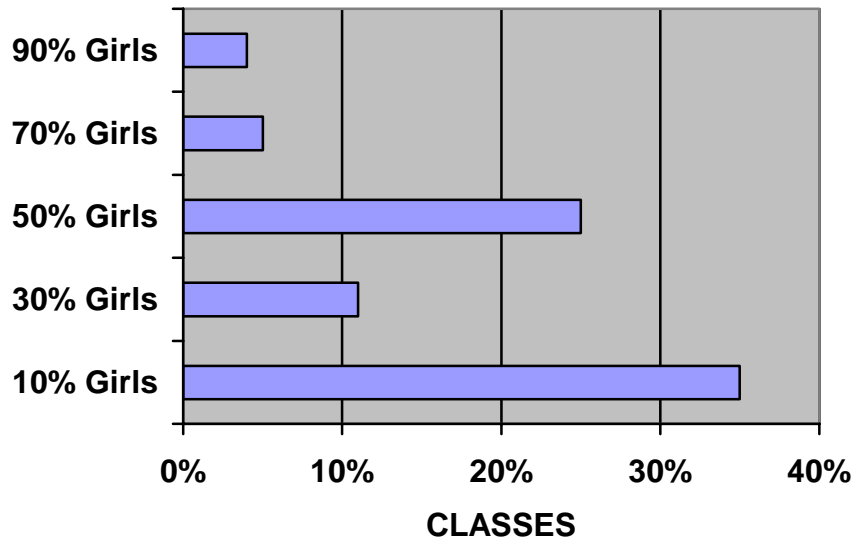


AVERAGE TECHNOLOGY CLASS SIZE



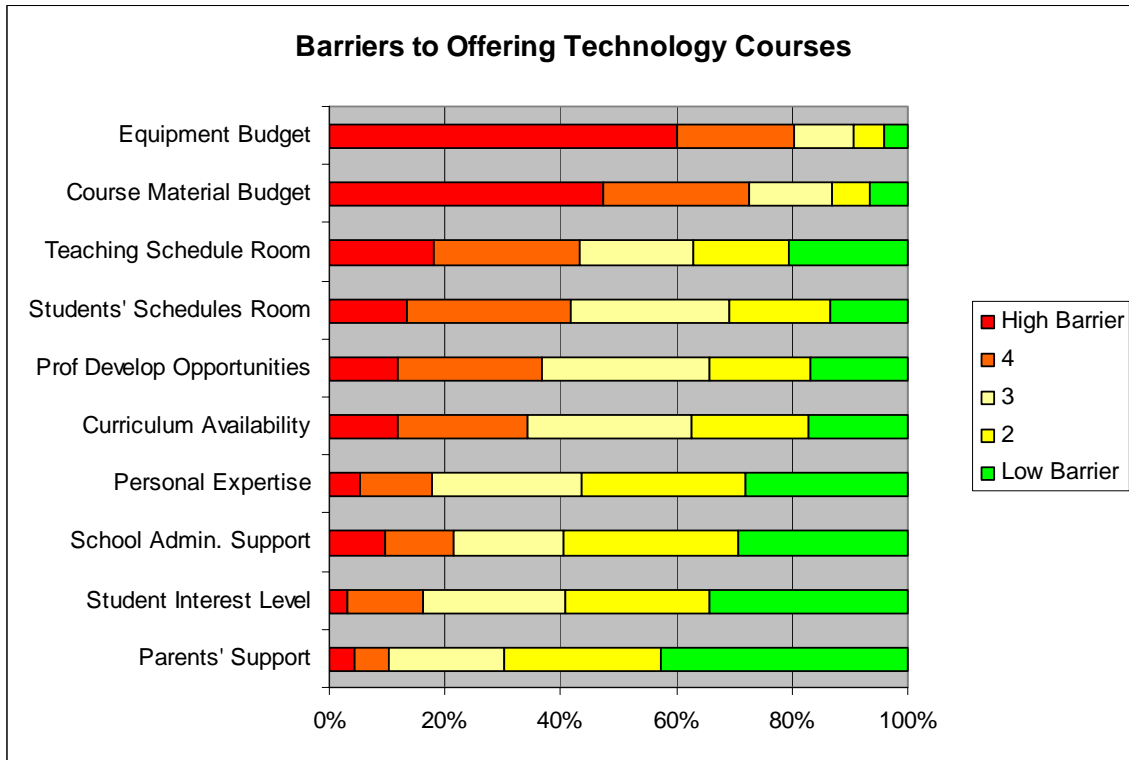
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Ratio of Girls to Boys in technology classes. Boys dominate in 35% of the classes.



BARRIERS TO OFFERING TECHNOLOGY COURSES

Budgets and course material are the highest barriers to offering technology courses. Parents' support is the lowest barrier.



COMMENTS

The following are anonymous comments from teachers who took the survey. These comments are separated by area but otherwise un-edited.

Technology as Required Courses

- Until Technology Education Courses become REQUIRED for all graduates of High School, much the same as math, science, English, etc., We will continue to have the problems we have now. Also, our Tech. Ed. courses have never been part of any type of textbook rotation, so textbooks have to come out of other budgets. Result...we rarely get new books.
- All applied technology courses are elective. There is no state requirement that any student have technology coursework or experience to graduate.
- Fix CIM and CAM, they are broken.
- Measure 5 + CIM created the pressure on school districts to cut Vocational/Technical classes. We have veered to the academic side of education which only addresses the needs of 30+% of our student population. Not every child is going to college nor are they interested in doing so. Some people need to be plumbers, auto techs, carpenters etc. What in the world are we doing to our kids! Wake up Oregon!!!! There many other ways to get training other than college.
- So many other required classes. Schools are judged by their CIM scores. CIM results dominate the value system in a public high school.
- The emphasis on testing is a major barrier. Students that would benefit from many of these classes are denied because the schools are so intent on academic performance, they do not make room for technology.
- CIM has the major focus for administrators, and Computer Science or PC Tech Support is not part of CIM.

Value of Technology

- There is a real public relations need to explain to those outside of PTE, including the public, that we teach more than just the so-called traditional courses. We also need to explain the articulation agreements that lead to college credit. In addition, the state has to take our programs more seriously. Students who graduate have a higher percentage of going on to post-secondary education. Kids learn by doing and we can show that if given the chance. My students don't exhibit the same behavioral problems some do at the home high school. We reach all kids...from IEP's to Merit Scholars. We walk the walk..
- Scheduling is a major problem in a school our size. We can only offer each class once during the day. With the number of required classes increasing for students, there is little time in their schedule for electives and certainly not a variety of electives. It makes completing a program in a particular area of study very difficult. College requirements also limit our students. They may only have one elective during each year to select from fine arts, technology, sciences, etc.
- There doesn't seem to be that many well designed or written technical lessons or books. Maybe it's because the content is so "technical", but the logical, problem solving and "trouble-shooting" or analysis methodologies appear to be missing in a lot of content. A lot of shared curriculum doesn't seem to contain these paradigms, which foster application to other areas of life.
- As an educator and former Hi-tech employee it is hard to stay current on tech and issues surrounding tech. I would love outside help on giving students info on what is current on job front etc.
- NCLB has placed a greater focus on the core academic areas. They are the ones that get the major attention when it comes to AYP and yearly report cards on student achievement. Subsequently, educators tend to focus their efforts on school improvement and reform on those areas most visible and elective areas get left behind. It's too bad because the elective areas are often the only classes that actually apply the academic concepts from core subject areas and help students understand the way they connect to

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the real world. It seems that business and industry have been complaining that there is not enough classes accomplishing this in today's public education. As long as we have individuals teaching core academic subjects that have not been required to have some experience in business and industry, such as an internship (at a minimum), we will be seeing more of the same in education and maybe even more of a decline in elective subject areas than has happened over the last 20 years.

- Oregon law only allows me to teach 1039 hours a year.
- Get Oregon State University back in the game of producing vocational teachers.
- Community placement for high school students has been getting harder and harder over the last 10 years. We are being squeezed out by corporate fear, liability issues and more frequent college demands for their pre-professional students. It is hard to share what the job really is if you can't get a glimpse into the professional setting.

Funding

- I'm a Media Specialist for FIFTEEN BLDGS... the entire district. I COULD teach tech if our state would fund education!
- Give me some training and computers that work...and a network that serves my needs.
- Current school facilities are not able to support modern technology. Believe it or not one of the biggest problems is lack of electricity as well as technology equipment.
- Getting updated hardware is the biggest hurdle at our school. We require Computer Applications for graduation in our district which is great but supporting it with a regular cycle of updating equipment is a major barrier. We are still running Windows 95 in our basic labs. I love what I do. It's really rewarding to teach students a skill that they will be able to build on in the future and will need to just be productive citizens. Thanks for the survey and good luck.