

APPENDIX A:

Web-Based Learning Environment Instrument

WEB-BASED LEARNING ENVIRONMENT INSTRUMENT

Directions for Respondents

This questionnaire contains statements related to your learning in a web-based learning environment. You will be asked how often each practice takes place.

There are no 'right' or 'wrong' answers. Your opinion is what is wanted.

Think about how well each statement describes what the web-based learning environment class is like for you.

Draw a circle around

0	if the practice is not a part of this course	
1	if the practice takes place	Never
2	if the practice takes place	Seldom
3	if the practice takes place	Sometimes
4	if the practice takes place	Often
5	if the practice takes place	Always

Be sure to give an answer for all questions. If you change your mind about an answer, just cross it out and circle another.

Some statements in this questionnaire are fairly similar to other statements. Don't worry about this. Simply give your opinion about all statements.

Please be sure to write the last 4 digits of your Social Security Number in the spaces provided at the bottom of each page of the survey. This is used **only** to track responses over several surveys. Your responses will remain anonymous.

Demographic Information:

1. Gender (circle) female male
2. Age _____
3. Teaching Position (grade/subject) _____
4. Number of years teaching experience _____

WEB-BASED LEARNING ENVIRONMENT

For each statement, please **circle** the number which best represents your answer.

ACCESS	Always	Often	Sometimes	Seldom	Never	NA
1. I can access the learning activities at times convenient to me.	5	4	3	2	1	0
2. The on-line material is available at locations suitable for me.	5	4	3	2	1	0
3. I can use time saved in traveling and on campus class attendance for study and other commitments.	5	4	3	2	1	0
4. I am allowed to work at my own pace to achieve learning objectives.	5	4	3	2	1	0
5. I decide how much I want to learn in a given period.	5	4	3	2	1	0
6. I decide when I want to learn.	5	4	3	2	1	0
7. The flexibility allows me to meet my learning goals.	5	4	3	2	1	0
8. The flexibility allows me to explore my own areas of interest.	5	4	3	2	1	0
INTERACTION	Always	Often	Sometimes	Seldom	Never	NA
9. I communicate with other students in this subject electronically (email, bulletin boards, chat line).	5	4	3	2	1	0
10. In this learning environment, I have to be self-disciplined in order to learn.	5	4	3	2	1	0
11. I have the autonomy to ask my tutor what I do not understand.	5	4	3	2	1	0
12. I have the autonomy to ask other students what I do not understand.	5	4	3	2	1	0
13. Other students respond promptly to my queries.	5	4	3	2	1	0
14. I regularly participate in self-evaluations.	5	4	3	2	1	0
15. I was supported by positive attitude from my peers.	5	4	3	2	1	0

WEB-BASED LEARNING ENVIRONMENT (CONT)
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RESPONSE	Always	Often	Sometimes	Seldom	Never	NA
16. This mode of learning enables me to interact with other students and the tutor asynchronously.	5	4	3	2	1	0
17. I felt a sense of satisfaction and achievement about this learning environment.	5	4	3	2	1	0
18. I enjoy learning in this environment.	5	4	3	2	1	0
19. I could learn more in this environment.	5	4	3	2	1	0
20. It is easy to organise a group for a project.	5	4	3	2	1	0
21. It is easy to work collaboratively with other students involved in a group project.	5	4	3	2	1	0
22. The web-based learning environment held my interest throughout my course of study.	5	4	3	2	1	0
23. I felt a sense of boredom towards the end of my course of study.	5	4	3	2	1	0
RESULTS	Always	Often	Sometimes	Seldom	Never	NA
24. The scope or learning objectives are clearly stated in each lesson.	5	4	3	2	1	0
25. The organization of each lesson is easy to follow.	5	4	3	2	1	0
26. The structure keeps me focused on what is to be learned.	5	4	3	2	1	0
27. Expectations of assignments are clearly stated in my unit.	5	4	3	2	1	0
28. Activities are planned carefully.	5	4	3	2	1	0
29. The subject content is appropriate for delivery on the Web.	5	4	3	2	1	0
30. The presentation of the subject content is clear.	5	4	3	2	1	0
31. The quiz in the web-based materials enhances my learning process.	5	4	3	2	1	0

OPEN-ENDED COMMENTS

Please write your responses in the space provided below. Your comments could provide an explanation of previous responses and/or additional information you may wish to provide.

1. What are the advantages of studying in an on-line mode?

2. What are the disadvantages of studying in an on-line mode?

3. Are there any suggestions to improve the delivery of the unit in an on-line mode?

APPENDIX B:

Leadership Practices Inventory

Leadership Practices Inventory

Last four digits of your Social Security Number _____

Instructions

This instrument has been designed for leaders who are not in managerial positions. Write the last four digits of your social security number above. On the next two pages are thirty statements describing various leadership behaviors. Please read each carefully. Then look at the rating scale and decide how frequently you engage in the behavior described.

Here is the rating scale that you will be using:

- 1 = Almost Never
- 2 = Rarely
- 3 = Seldom
- 4 = Once in a While
- 5 = Occasionally
- 6 = Sometimes
- 7 = Fairly Often
- 8 = Usually
- 9 = Very Frequently
- 10 = Almost Always

In selecting each response, please be realistic about the extent to which you *actually* engage in the behavior. Do *not* answer in terms of how you would like to see yourself or in terms of what you should be doing. Answer in terms of how you *typically* behave - on most days, on most projects, and with most people.

For each statement, decide on a rating and record it in the blank to the left of the statement. **Do not leave any blank incomplete.** Please remember that all statements are applicable. If you feel that any statement does not apply to you, in all likelihood it is because you do not frequently engage in the behavior. In this case, assign a rating of 3 or lower. When you have responded to all thirty statements, turn to the response sheet on page 4. Enter the last four digits of your social security number and transfer your responses to the corresponding blanks.

Thank you for your time and sincere effort.

Leadership Practices Inventory Individual Contributor (LPI-IC) SELF

To what extent do you typically engage in the following behaviors? Chose the number that best applies to each statement and record it in the blank to the left of the statement.

1	2	3	4	5	6	7	8	9	10
Almost Never	Rarely	Seldom	Once in a While	Occasionally	Sometimes	Fairly Often	Usually	Very Frequently	Almost Always

- _____ 1. I seek out challenging opportunities that test my own skills and abilities.
- _____ 2. I talk about future trends that will influence how our work gets done.
- _____ 3. I develop cooperative relationships with the people I work with.
- _____ 4. I set a personal example of what I expect from others.
- _____ 5. I praise people for a job well done.
- _____ 6. I challenge people to try out new and innovative approaches to their work.
- _____ 7. I describe a compelling image of what our future could be like.
- _____ 8. I actively listen to diverse points of view.
- _____ 9. I spend time and energy on making certain that people's actions are consistent with the values and standards that have been agreed on.
- _____ 10. I make it a point to let people know about my confidence in their abilities.
- _____ 11. I search outside the formal boundaries of my organization for innovative ways to improve what we do.
- _____ 12. I appeal to others to share in my dream of future possibilities.
- _____ 13. I treat people with dignity and respect.
- _____ 14. I follow through on the promises and commitments that I make.
- _____ 15. I make sure that people are creatively rewarded for their contributions to the success of our projects.

1	2	3	4	5	6	7	8	9	10
Almost Never	Rarely	Seldom	Once in a While	Occasionally	Sometimes	Fairly Often	Usually	Very Frequently	Almost Always

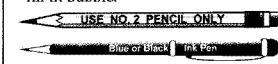
- _____ 16. I ask “What can we learn” when things do not go as expected.
- _____ 17. I show others how it is in their long-term interest to work together toward a common vision.
- _____ 18. I support the decisions that people make on their own.
- _____ 19. I am clear with others about what it means to do one’s best.
- _____ 20. I publicly recognize people who exemplify commitment to shared values.
- _____ 21. I experiment and take risks in my work even when there is a chance of failure.
- _____ 22. I am contagiously enthusiastic and positive about future possibilities.
- _____ 23. I give other freedom and choice in making decisions about issues that affect them.
- _____ 24. I take an active part in making certain that achievable goals, concrete plans, and measurable milestones are set for the projects and programs we work on.
- _____ 25. I find ways to celebrate accomplishments with my team.
- _____ 26. I take the initiative to overcome obstacles even when outcomes are uncertain.
- _____ 27. I speak with genuine conviction about the higher meaning and purpose of our work.
- _____ 28. I take an active role in helping people learn and develop in their work.
- _____ 29. I make progress toward goals one step at a time.
- _____ 30. I give the member of the team lots of appreciation and support for their contributions.

APPENDIX C:

Instructor and Course Appraisal

George Mason University

GEORGE MASON UNIVERSITY
INSTRUCTOR AND COURSE APPRAISAL

Course Title: (e.g., HIST 101 001) Instructor Name:	SEMESTER <input type="checkbox"/> FALL <input type="checkbox"/> SPRING <input type="checkbox"/> SUMMER	YEAR 200__ <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9	IMPORTANT <ul style="list-style-type: none"> Use a #2 pencil, blue or black ink to fill in bubble. Make heavy, dark marks. Erase completely to change.  <p>CORRECT MARK: ■</p> <p>INCORRECT MARKS: ◻ ◻ ◻</p>
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ONLY ONE ANSWER PER QUESTION.

THE FOLLOWING DEMOGRAPHIC INFORMATION IS USED SOLELY FOR STATISTICAL STUDIES AIMED AT IMPROVING THIS FORM'S RELIABILITY.

- 1. Class Level: Freshman Sophomore Junior Senior Graduate Other: _____
- 2. Course is: Major requirement General Ed. requirement Elective N/A
- 3. The Grade You Expect for this Course: A B C D F Audit
- 4. Your Cumulative GPA is: 4.0-3.5 3.4-2.8 2.7-2.0 under 2.0
- 5. Days Absent from this Course: 0-1 2 3 4 5 6 or more

PLEASE READ EACH STATEMENT CAREFULLY, THEN SELECT ONE OF THE FOLLOWING:

1=Poor, 2=Marginal, 3=Satisfactory, 4=Good, 5=Excellent, 6=Not Applicable

	Poor	Marginal	Satisfactory	Good	Excellent	Not Applicable
6. Overall, I rate my instructor's preparation for the class as	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Overall, I rate the organization of the course material as	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Overall, I rate the motivation to learn provided by my instructor as	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Overall, I rate the intellectual challenge provided by my instructor as	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Overall, I rate my instructor's degree of fairness with me as	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Overall, I rate the teaching of this course as	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ON THE BACK OF THIS FORM, PLEASE TAKE A MOMENT TO ANSWER THE FOLLOWING QUESTIONS.

- A. What has your teacher done especially well in this course?
- B. How might the course be improved?

APPENDIX D:

Personal Leadership Plan Prompts

PERSONAL LEADERSHIP PLAN PROMPTS

Module 1: Basic Knowledge

What Is Teacher Leadership?

Based on readings and discussions, what is "teacher leadership" to you? You might think about the following prompting questions: How does teacher leadership related to change, reform, a positive teaching and learning community, and positive student learning? How is it different and/or the same as school administration? How should/could your role as an educator look different if you were to see teacher leadership as part of your professional work?

What Do Teacher Leaders Do?

What are the things that teacher leaders "do"? You might think about the following prompting questions: How is your definition of teacher leadership operationalized, that is, what behaviors, strategies, values, dispositions, and professional activities does a teacher leader engage in? What might you be "doing" if you become or extend your teacher leadership activities?

Module 2: Self-Awareness

Finding the Leader in Yourself

Based on readings and discussions, what experiences and attributes do you bring to the role of teacher leader? You might think about the following prompting questions: What leadership experiences have you had in the past and what lessons about leadership have you learned from those experiences? What personal qualities or characteristics do you have which contribute to your abilities to be a teacher leader? How are those qualities and characteristics related to teacher leadership? What experiences would you like to have that might help you be a more effective teacher leader? What personal qualities or characteristics would you like to develop or extend?

Knowing Yourself as a Leader

Our beliefs and attitudes about teaching, learning, schooling, and educating underpin our approaches and goals as teacher leaders? What beliefs and attitudes frame your thinking about teaching, learning, schooling, and educating? Create a series of statements under the heading, This I Believe . . . You might think about the following prompting questions: What is learning? What should a teacher be doing? Why do we have schools? What are goals for student learning and character? Who are our educational partners and what is their role?

Module 3: Preparation

The World is a Stage - Where Will You Act?

No one teacher can assume leadership roles and responsibilities in all venues. Some teacher leaders target their classroom practice, seeking to create learning environments that can be seen as models for others. Some teacher leaders may target their grade level, their subject area department, their school, their district, or state and federal policy venues. Based on readings and discussions, what educational venue would you like to focus your teacher leadership energies on? You might think about the following prompting questions: What venue will you focus on now? Why did you pick this venue? What would you like to accomplish in terms of teacher leadership? Why is this the appropriate venue for you at this time?

Creating a Vision Statement

Given your description of teacher leadership, things teacher leaders do, you as a leader, and where you want to act, what is your vision? Make a statement about where you want to head and what you would like to see accomplished. Based on readings and discussions, what is your vision - a statement of your goal? What is something concrete and specific that you would like to make happen in your chosen venue?

Module 4: Action

Turning Vision into Action

How will your vision become a reality? What steps would you like to take toward realizing your vision? You might think about the following prompting questions: What goals will you set? Are they realistic? What do you need to take these actions? What are near, mid-range, and long term actions you would like to complete? What is your action plan?

Identifying and Recruiting Allies

The teacher leader's journey takes allies - from the community, from your grade level, from your school, and from your personal support system. Think/write about who your allies are and how you might go about recruiting allies. You might think about the following prompting questions: Who are your allies? How can you bring these allies on board to help you? Who might impede your progress? How will you cope with these impediments? Do you want to spend energy turning them around or going around them? How might you turn them around? What are good strategies for team building? What are good recruiting strategies?

Module 5: Reflection and Assessment

Knowing You Are Succeeding

Any action plan and collection of allies are challenged by the need to understand the progress they are making and the obstacles along the way. What are some measures and strategies you can use to assess your progress and reassess your goals and action plan? You might think about the following prompting questions in light of the vision statement and action plan you set for yourself as a teacher leader: What are informal and formal ways you can assess your leadership efforts? Who might help you realistically assess your progress and reset or revise goals? What are indicators of your success - behaviors, anecdotal comments and questions, etc?

Every Journey Ends Back At Home Only To Be Begun Anew

What are your future learning plans? You might think about the following prompting questions: What kinds of experiences might I seek that will help me learn? What kinds of informal readings might I seek and how will I integrate continuous learning into my schedule? How will I locate things appropriate to my future learning? What kinds of networking might I create and maintain that will help me with my future learning? What kinds of formal learning experiences might I seek out and take advantage of? What is this thing called life-long learning anyway? Why is it important? How will I do it?

APPENDIX E:

Personal Leadership Plan Rubric

ID: _____

Rubric for Assessment of Personal Leadership Plan

	In-depth and Complete	(4)	Present but Could Be Developed	(2)	Superficial and Lacking Substance
	(5)	(4)	(3)	(2)	(1)
Reflective Stance: <i>Includes a connection to their personal experiences, their personal situation or context, demonstrates an interest in their professional growth; reflects thoughtfulness and consideration; attends to consequences of their actions – a sense of monitoring their decisions.</i>					
Perception of Teacher Leadership: <i>articulates what teacher leadership is, demonstrates knowledge of roles and responsibilities of teacher leaders; has a developing sense of self as teacher leader.</i>					
Concrete Plan: <i>moves from overview and generalization to a doable action or set of actions; articulates a realistic vision (not global); plan connects with writer's interests and goals; is specific enough that another person might be able to imagine doing it.</i>					
Implementation Strategy: <i>Plan identifies appropriate allies, presents realistic actions, reflects a doable time frame, lists intermediate steps (near, mid-range, long range); is connected with realities of context.</i>					
Presentation: <i>Checked for spelling and grammar; spent time attempting to communicate effectively</i>					

Scored by: _____

APPENDIX F:

Interview Questions

Interview Questions

1. Remember happy hours – Give me a 25 word summary to the question – What did you learn from the Leadership Academy?
2. What 3 bullets would point out the important things you learned?
3. Which activities did you find most useful to your learning?
4. Which activities did you find least useful to your learning?
5. What about the organization of the online course supported that learning?
6. What about the organization of the online course hindered or was particularly challenging to that learning?
7. How would you describe your interactions with mentor/facilitator/instructor?
8. What about the organization of the course supported your self-regulation?
9. What about the organization of the course hindered your self-regulation?

APPENDIX G:

Informed Consent Letter

Informed Consent to Participate in Research

This research is being conducted to assess the effect of various online learning designs on your learning and on your attitudes and beliefs about your leadership abilities. If you agree to participate, you will be asked to complete two surveys prior to your participation in the online portion of EDCI 716, Principals of Technology Leadership, and immediately after the last discussion. You may also be asked to participate in a face-to-face interview. The surveys should take about 20 min. each, and the interview will be approximately an hour long.

There are no foreseeable risks to you stemming from your participation in this study. None of your answers will affect your grade in EDCI 716 or any other course you are taking.

There are no benefits to you as a participant other than the furthering of research into online learning.

All of the data in this study will be confidential. The surveys that you will complete will not contain any identifying information other than the last four digits of your Social Security number. The last four digits of your Social Security number are included so that the researcher can match the pre- and post-surveys. At no time will your name or any other identifying information be included with the surveys.

You may be asked to participate in an interview session. This interview will either be audio taped or conducted online using synchronous chat software. While it is understood that no computer transmission can be perfectly secure, reasonable efforts will be made to protect the confidentiality of your transmission. Tapes of these interviews will be destroyed at the conclusion of the study. Only those directly involved with the project will have access to the tapes or the transcription notes.

Your participation is voluntary, and you may withdraw from the study at any time and for any reason. If you decide not to participate or if you withdraw from the study, there is no penalty or loss of benefits to which you are otherwise entitled. There are no costs to you or any other party.

This research is being conducted by William Warrick, Graduate School of Education, at George Mason University. He may be reached at 703-993-4535 for questions or to report a research-related problem. Mr. Warrick's faculty advisor for this dissertation is Dr. Priscilla Norton. She can be reached at 703-993-2015. You may contact the George Mason University Office of Sponsored Programs at 703-993-2295 if you have questions or comments regarding your rights as a participant in the research.

This research has been reviewed according to George Mason University procedures governing your participation in this research.

I have read this form and agree to participate in this study.

Name

Date of Signature

