Rowan University
Rowan Digital Works

Theses and Dissertations

7-27-1997

Guide to web site promotion: how companies can draw more qualified traffic to their World Wide Web sites

Donald L. Dunnington
Rowan University

Follow this and additional works at: https://rdw.rowan.edu/etd

Part of the Public Relations and Advertising Commons

Recommended Citation

Dunnington, Donald L., "Guide to web site promotion: how companies can draw more qualified traffic to their World Wide Web sites" (1997). *Theses and Dissertations*. 2055.
https://rdw.rowan.edu/etd/2055

This Thesis is brought to you for free and open access by Rowan Digital Works. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of Rowan Digital Works. For more information, please contact graduateresearch@rowan.edu.

GUIDE TO WEB SITE PROMOTION

How Companies Can Draw More Qualified Traffic to Their World Wide Web Sites

by
Donald L. Dunnington

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Arts Degree in the Graduate Division
of Rowan University
1997

Approved by _____
Professor

Date Approved 7-27-97

© 1997 Donald L. Dunnington

Abstract

Dunnington, Donald L.: Guide to Web Site Promotion: How Companies Can Draw More Qualified Traffic to Their World Wide Web Sites. Thesis Advisor: Dr. Donald Bagin, Public Relations. 1997.

The purpose of this study was to compile techniques available to public relations practitioners to promote World Wide Web sites to a targeted business-to-business audience. Without an active promotion program, using a variety of online and offline media, companies are unlikely to draw sufficient qualified traffic to their web sites to justify the cost of a site. Web technology is changing so fast, and content and usage are growing so quickly, that the only way to keep up is through use of online resources. Finding the resources specifically focused on web site promotion can be daunting, however, without guidance as to where to look for help. The World Wide Web is a new medium, different from those that preceded it. In order to be effective with this new electronic medium, public relations practitioners need to understand its technological and creative challenges—and opportunities.

Mini Abstract

Dunnington, Donald L.: Guide to Web Site Promotion: How Companies Can Draw More Qualified Traffic to Their World Wide Web Sites. Thesis Advisor: Dr. Donald Bagin. Public Relations. 1997.

The purpose of this study was to compile techniques available to public relations practitioners to promote World Wide Web sites to a targeted business-to-business audience. Without an active promotion program, using a variety of online and offline media, companies are unlikely to draw sufficient qualified traffic to their web sites to justify the cost of a site.

Contents

CHAPTER 1: Introduction 1
- Purpose 2
- Importance of this Guidebook 3
- Limitations 5
- Procedures 6
- Definition of Terms 7

CHAPTER 2: Related Research 13
- Gold Rush to the Web 15
- A Quick History of Computers and Communications 16
- Enter the Sixth Medium 19
- The Price of Entry 21
- Not a Mass Market 22
- Not a Market, a Community 23
- And Perhaps a Golden Age for Public Relations 24

CHAPTER 3: Methods and Procedures 26
- The Literature Search 26
- How the Web Search Was Accomplished 28
- Your Browser Remembers Where You've Been 30

CHAPTER 4: Web Site Promotion 32
- Plan and Research First 32
- Consider Language and Cultural Differences 33
- Seeking Expert Help 35
- Eric Ward on Hand Crafted Web Promotion 36
- Steve O'Keefe Focuses on Customers 37
- Danny Sullivan Knows How Search Engines Rank Your Web Site 38
- The Guide to Web Site Promotion 39
  - On-the-Web Promotion 40
    - Search Engines 40
    - Multiple URL's 41
    - Links, Listings, Malls and Online "Trade Shows" 42
    - Web Rings 43
    - Banner advertising 45
  - Use Your Site to Generate Traffic 47
    - Offering free stuff 47
    - FAQs 47
    - databases 47
    - News Room 48
    - e-mail newsletter 48
    - Links Page 49
  - Internet Public Relations 49
  - Offline promotion 50
  - Advertising: print, radio, and TV 51
  - Offline Public Relations 52

Chapter 5: The Web's Future and Its Impact on PR 54
- The Future of the Technology 54
- The Future of the Medium: a Mouse in Every House and the Subculture of One 55
- Opportunities for PR practitioners: Convergence of the Social Technologists? 57

CHAPTER 1: Introduction

When it comes to bringing customers to their shiny new Home Pages on the World Wide Web, many businesses seem to be following the "Field of Dreams" movie philosophy: "If you build it, they will come."

But putting up a business-to-business web site without a plan for attracting qualified traffic to your pages, is like a new business expecting customers to call them just because they have installed a telephone.

"Your site must be promoted all over the place," Jay Conrad Levinson wrote in "Guerrilla Marketing Online," published in *Exposure! Weekly Internet Marketing Newsletter* (Feb. 7, 1997), an e-mail newsletter. [1]

Ray Taylor of NMC in London was even more blunt about the scope of the problem in a posting to the Online Advertising Discussion List (June 3, 1997): "When will people learn that the Internet has not abolished the rules of good marketing; it has merely put some fancy tools in a lot of untrained hands?"[2]

While the rush to the Internet, and especially the World Wide Web, can still be measured in months, the web's growth has been remarkable. In a presentation at Web Advertising '97, Michael Tchong, founder and editor of the I/PRO CyberAtlas, a leading web site for Internet market research, reported that in less than two years the Internet

---

[1] Jay Conrad Levinson, "Guerrilla Marketing Online," *Exposure! Weekly Internet Marketing Newsletter,* e-mail newsletter, Feb. 7, 1997, p. 2.

[2] Ray Taylor, "Re: Mechanical Clicks," posting to Online Advertising Discussion List, Issue #100, Vol. 2, June 4, 1997, post no. 7.

population has more than doubled, from 21 million in August, 1995 to more than 51 million in April, 1997. He estimated that 20-40,000 new users join the Internet each day, and that the net is now growing at a rate of one new user every 1.89 seconds.[3]

There has been an equally phenomenal proliferation of magazine articles, books and seminars devoted to the web. Much of the coverage, however, has been focused on web building or web cruising. Until recently, very little attention had been given to getting qualified prospects to visit a web site. For example, a search of periodicals published between January 1996 and December 1996, using the ProQuest ABI/Inform Global database at the Rowan University Library, turned up just 30 articles in which "World Wide Web" and "Promotion" or "Public Relations" were mentioned. None of these citations dealt with web site promotion.

For business-to-business web sites in particular, a poorly planned web promotion (or no plan) could undermine the long term success of even a well-executed web site. Without a strong promotion program, a business will likely fail to realize sufficient return on its web site investment to justify continuing the effort. Worse than the resulting waste of time and money, a company may miss out on exploiting what could be the most important new medium for business growth since creation of trade publications.

Purpose

The heart of this thesis is a guidebook to web promotion for those interested in attracting a qualified business audience. It is not concerned with attracting recreational

---

[3] Adam Boettiger, editor, e-mail report from Web Advertising '97 conference, "How to bring the World to your Web Site," Message #08, May 5, 1997, p. 1.

web surfers, or collecting more "hits" from casual visitors. This is a step-by-step guide for do-it-yourself web developers who may not have the resources to hire outside public relations counsel. Since the web is such a new, and rapidly evolving medium, the guide should also be useful to public relations organizations (in-house or agency) that want to make sure they have a thorough understanding of web promotion opportunities. The guide covers both electronic (online) promotion, traditional media.

Importance of this Guidebook

The house ad in the November, 1996 issue of *Upside* magazine crystallizes the scope of the problem. The full page ad commands readers:

"VISIT OUR WEB SITE, DAMN IT! www.upside.com."

Even *Upside*, a magazine that calls itself "The Business Magazine of the Technology Elite" seems to have some frustration in enticing its net-savvy readers to visit its web site.

"Web marketing requires heavy promotion," Jim Daniels wrote in "Internet Marketing 101," and article for *Exposure! Weekly Internet Marketing Newsletter.*[4]

Daniels is publisher of *The BizWeb E-Gazette* and *Internet Email! Beyond the Basics* (visit his web site at http://www.bizweb2000.com). For Web site promotion, Daniels recommends banner advertising with links to your home page, search engine submissions, URL announcements, and promotion in traditional print publications (both publicity and advertising). "If you're serious about your online marketing campaign, you

---

[4] Jim Daniels, "Internet Marketing 101," *Exposure! Weekly Internet Marketing Newsletter*, electronic newsletter, January 10, 1997.

won't limit yourself to one or two methods," Daniels wrote. "Just like traditional marketing, online marketing takes on many faces."[5]

Finding good advice on how to promote a web site is not so much a problem of finding information—the research for this paper found many good online and offline resources—but finding a complete and useful guide in one place. The Oki Business Digital web site (http://obd.com) discusses the scope of the problem in its "Site Manifesto," which explains its mission to become a resource for doing business on the web:

> There's a world of information out there about all things Internet, but an individual could die of old age attempting to wade through it all. Information about the web is scattered through almost every publication in the world today—but without any common thread explaining what it might mean. Web and Internet books are even worse: they should be sold by the pound. Businesspeople don't need to know every technical detail about the web. They need to have learned enough to be able to think realistically about their own business needs.[6]

This paper, then, narrows the focus even finer than the Oki Data web site. It's sole purpose is to help businesspeople think realistically about bringing traffic to their web sites, and to point communications professionals in the right directions to

---

[5] *Ibid.*

[6] "Site Manifesto," Oki Business Digital web site, accessed May 7, 1997.

accomplish that mission.

The value of successful web site promotion could be central to a company's future success. As more business sites go online daily, some companies have already found the web a key to greater profits. Cisco Systems Inc., a network router manufacturer in California, is a prime example. The company recently reported it is doing $5 million a day ($1 billion a year) in sales on the web. By July, 1997 it expects web sales to reach $2 billion a year, nearly one-third of its total sales. In addition to sales, the company now handles credit checking, production scheduling, technical support and customer support on the web. "As the Internet gets fully deployed, what we're doing is going to become commonplace," Cisco's chief information officer said. "Business-to-business commerce is the killer application of the Internet."[7]

Limitations

This study is not intended to be a comprehensive guide to planning or implementing a complete public relations/advertising program. For do-it-yourselfers, the guide presumes some knowledge of public relations and marketing basics, and some basic level of creative skills. Nor is the guide a how-to for those with limited computer skills or who have never used the web.

The scope of this study is limited to an overview of the thought processes that need to go into planning and executing a web promotion program. It will also address some of the unique promotional challenges and opportunities that the web presents.

---

[7] Adam Boettiger, editor, "Is Business-to-business the Net's Killer App?" *Online Advertising & Marketing News*, Apr. 28, 1997, p.3.

The study is further limited by its place in time. No study of this sort can hope to be completely up to date when its subject is a medium that transforms itself almost daily, if not hourly. David A. Fryxell, in an early 1996 article that appeared in *Link-Up*, a telecommunications industry magazine, urged readers to go online to learn about Internet marketing. "Users can tap these resources faster and more flexibly with a computer and modem than by rummaging through back issues of trade journals or working the phones to quiz trade-association experts," he wrote.[8]

This study, then, is a snap-shot of a fast-moving subject. As a research paper, it can give at best a blurred image. However, for those willing and able to go online for themselves, this guide can save a great deal of time by pointing readers in the right direction.

Procedures

The first step was a review of current research on web usage, with the focus on its use for business-to-business applications. A review of current literature on web promotion was then conducted. This research was conducted through both library database searches and on-line web-based searches.

The second step was to subscribe to an e-mail based discussion group and several e-mail newsletters concerned with web advertising, promotion or marketing interests. The Online Advertising Discussion List[9] provided access to the daily discussions of on-

---

[8] David A. Fryxell, "Marketing Mania," *Link-Up*, Jan./Feb. 1996, p. 13-14.

[9] online-ads@o-a.com. To subscribe, visit their web site at http://www.o-a.com.

line promotion experts who are sharing information, as they learn together, about how to profit from this new medium.

The third step was to contact experts in web development and usage who could comment on the need for web site promotion, suggest promotion techniques, and cite individuals or organizations who are doing an exceptional job of web promotion.

The guide that follows is based on the above research and interviews. In addition, it draws on the author's 20 years in business-to-business marketing communications, plus his experience over the last two years in developing and serving as webmaster for an international industrial equipment manufacturer's web site. Finally, in the last chapter readers will find a summary guide to the online resources the author found to be most helpful in his own research.

Definition of Terms

Following are brief definitions of some of the technology terms that may be found in this paper or in the online community.

ASCII *American Standard Code for Information Interchange*. The computer code providing a basic set of characters (the Latin alphabet, numbers, punctuation) and commands that can be understood, displayed or printed by just about any computer. The 128 standard ASCII codes are represented by seven-digit binary numbers from 0000000 through 1111111. The code allows little control in text formatting and virtually no display options, such as boldface, italic or type size, but everyone can send it and receive it; so it remains the standard for E-mail. For PC users, it is sometimes called "DOS text."

Bit The smallest unit of information processed by a computer, a *binary digit*. It uses the base-two numbering system, where each digit is either *on* or *off*, *one* or *zero*, *true* or *false*.

Browser The software program that allows users to surf the World Wide Web.

Byte A unit or "word" consisting of eight data bits (sometimes ten bits). Most ASCII characters consist of one byte.

Cyberspace A word credited to William Gibson's novel *Neuromancer*. It describes the all the worlds of information resources available online.

E-mail *Electronic mail*, the most-used of the many services and technologies available on the Internet. Private e-mail systems are also available on most Local Area Networks (LANs), which may or may not be linked to the Internet.

Flame Someone could do a sociological paper on this phenomenon. Although e-mail and discussion groups let people make deep and personal human connections to others in the cyber community, the medium sometimes seems to foster surprisingly strong, even violent emotions. People will post things in newsgroups that they would never say face-to-face, or even put in a letter (if they ever wrote a letter). Sometimes flamers go beyond words and perform acts of electronic terrorism on those who post a message that evokes

their ire (see "Spam").

FTP *File Transfer Protocol.* Standard for transferring large files via the Internet. Many Internet sites offer "anonymous FTP" servers that permit downloading files simply by logging in as an "anonymous" user.

GIF *Graphics Interface Format.* A graphics file format for photos and other images widely used on the Internet.

HTML *Hyper Text Markup Language.* The code that made the World Wide Web possible. Allows Internet graphics and text to be displayed so that it can be read by any computer that has a Web Browser. The coding technique will look familiar to those who remember embedding typesetter commands into wordprocessor text files that they sent to photo typesetters.

HTTP *HyperText Transport Protocol.* HTTP is the basic protocol for moving information across the World Wide Web.

IRC *Internet Relay Chat* servers around the world are linked and organized into "channels." When someone types a message on one of the channels, it will be seen by everyone who is logged into that channel. Private channels can be created for private multi-person discussions.

ISP *Internet Service Provider*, your local dial-up access to the Internet.

JPEG The *Joint Photographic Experts Group* developed this compressed graphics file format to enable higher resolution graphics in a smaller file size. It is widely used on the Internet and is approved by the major standards bodies.

Kilobyte Usually thought of as shorthand for one thousand bytes, it actually is 2^{10} (2 to the 10th power), which equals 1024 bytes.

LAN *Local Area Network*, a computer network limited to one site, such as a single building or one floor in a building.

Megabyte *Approximately a million bytes,* 2^{20} (1,048,576 bytes).

PDF A file format developed by Adobe, creators of the *postscript* printer language, that permits formatted pages to be shared on the Internet, with graphics, fonts and page layout remaining consistent across different computer platforms. Requires the *Adobe Acrobat Reader*, which is available free, to be installed on the end user's computer.

POP *Post Office Protocol* lets your e-mail software find your electronic mailbox on the Internet. POP may also refer to *Point of Presence*, a dailup network location where you can access the Internet via a local telephone call.

PPP *Point to Point Protocol,* the most common method for accessing the Internet via modem and making a TCP/IP connection.

Spam Unsolicited (usually commercial) e-mail or a posting to a newsgroup that members believe to be inappropriate, against the group's rules, or tangential to their discussion. Spammers sometimes get flamed. Flammers may simply tell the spammer not to do it again, or may complain to the ISP for allowing a customer to send spam. In extreme cases, they may seek to retaliate by engaging in electronic pranks that will cause economic harm to the spammer.

TCP/IP *Transmission Control Protocol/Internet Protocol,* an open networking system that can link virtually any computer to the Internet or a private Intranet.

URL *Unique Resource Locator,* a web address, such as *yourcompany.com.*

Usenet Internet discussion groups organized into *Newsgroups.* There are more than 40,000 mostly free-wheeling discussion groups on the Internet, but you have to watch out for the spammers and the flamers.

WWW The *World Wide Web,* one of many Internet services/technologies, has helped fuel the explosive growth of the Internet. Its easy-to-use graphic interface has made the

Internet accessible to many more non-technical users.

CHAPTER 2: Related Research

A search of periodicals published between January 1996 and December 1996, using the ProQuest ABI/Inform Global database at the Rowan University Library, found 30 articles in which the keywords "World Wide Web" and "Promotion" or "World Wide Web" and "Public Relations" were mentioned anywhere in the same article.

Searches were also conducted of "all locations" of the online catalogs and indexes of the Research Libraries of the New York City Library (CATNYP), located at http://nypl.org/ catalogs/catalogs.html, on January 4, 1997. The catalog "represents holding of The Research Libraries, which do not circulate. Included are books, periodicals, manuscripts, maps, microfilms, music scores, prints, photographs, and other materials—cataloged since 1971."[10] Keyword searches for "World Wide Web and public relations" (and variations) resulted in no matches found. "Nearby items" suggested included 25 entries in the library's World Wide Web Information Retrieval System. A review of these titles indicated duplicates found from other sources (4), or unrelated to the focus of this search, such as "Dance on the Internet."

Although none of the citations in the literature searchs dealt with web site promotion, the ProQuest search at the Rowan library did reveal a number of articles about the World Wide Web in general. Interestingly, while television and the popular press are filled with horror stories of frauds, hackers, and sexual deviants who prowl the

---

[10] "CATNYP, the Catalog of The Research Libraries," http://nypl.org/ catalogs/catalogs.html, accessed on January 4, 1997.

web, the literature search found marketing and business magazines were reporting stories about a corporate stampede to the web. Indeed many technology and business writers seem to cheer it on:

> In the face of the huge popularity enjoyed by the Internet in general and the World Wide Web in particular, many companies today find it almost obligatory to maintain a Web site. Considering the demographics of its users and the minimal costs involved in establishing a presence, the Net represents a bargain-basement sales/advertising/public relations medium that distributors should not ignore.[11]

Perhaps the best sources for current literature, whether in books or periodicals, about the Internet can be found from browsing on the World Wide Web. In an article "When you should browse instead of search," in the *Philadelphia Inquirer* (February 20, 1997), Joyce Kasman Valenza wrote:

> When your goal is to find the best sites relating to a general topic, subject browsing is the best approach. Subject directories require nothing more than a knowledge of what you are browsing for. Many times it is much easier to browse through a list of sites selected and organized by humans than to design a search strategy and try to match keywords character but character. Browsing through organized menus works better than searching when you are looking for broad concepts and are not using

---

[11] Doug Harper, "Spinning a web on the Internet," *Industrial Distribution*, February, 1996, p. 68

restrictive search terms.[12]

In addition to finding a wealth of information about web marketing and promotion on the Internet, either through web browsing as described by Valenza, or by subscribing to e-mail newsletters and discussion groups, a great number of books are being published. The most useful book found for this paper was *Publicity on the Internet* by Steve O'Keefe, published by John Wiley & Sons (1997). Also recommended for any business contemplating an Internet (or Intranet) presence is *Corporate Internet Planning Guide* by Richard J. Gascoyne and Koray Ozcubukcu, published by Van Norstrand Reinhold (1997). Although the authors do not discuss web site promotion, their guide is essential reading for any business thinking about joining the rush to the web.

Gold Rush to the Web

Many observers liken the web rush to the gold rushes of the last century. In "Mining the Clickstream" (*Upside*, February 1997), David Brodwin, Diarmuid O'Connell and Marita Valdmanis wrote how most of the prospectors mining the California gold fields in the 1850's failed to strike it rich, "But some people did get wealthy: those who supplied tools and service to the miners."[13]

Robert Grey, for one, seems to place public relations practitioners among those who could profit most as shovel sellers. "Many web sites have been set up by companies

---

[12] Joyce Kasman Valenza, "When you should browse instead of search," *The Philadelphia Inquirer* February 20, 1997, p. F3.

[13] David Brodwin, Diarmuid O'Connell and Marita Valdmanis, "Mining the Clickstream," *Upside*, February 1997, p. 101.

that see the Internet as a potentially powerful marketing medium and have already identified a place for it in their communications strategies," he writes in the journal *Marketing*.[14] However, he warns marketers that the hard sell is considered a breach of net etiquette ("netiquette"), and the more subtle approaches of public relations will be required.

A Quick History of Computers and Communications

To understand the web, it is important to have some understanding of both computer and communications technologies. The personal computer is a tool that lets us do individual work—word processing, desktop publishing, accounting, illustration, mail list management, mechanical drawing, and more. Add a network or telephone line, and it becomes a communications device—a pipeline—that lets us send or receive information, to make contact with groups or individuals around the world. Where the PC is a tool that extends or magnifies our individual capabilities, the networked computer enhances both individual and group powers in new and previously unimagined ways.

The Internet and the World Wide Web have taken us into a vast, uncharted territory. Our only certainty as we enter this new land is that we cannot know where our journey will take us. And while today's enthusiasm for the web may seem overblown to those with a skeptical nature, it is worthwhile to recall that even visionaries on the cutting edge sometimes underestimate the importance of a new technology. In recent Congressional testimony, IBM's Kenneth Thornton recalled how IBM's famous

---

[14] Robert Grey, "Untangling the Web," *Marketing*, January 25, 1996, p. 25-27

trailblazing chairman almost missed the computer revolution:

> In the early days of IBM, Thomas J. Watson estimated that the total world demand for computers would peak at about five machines. By some counts there are 140 million computers in the world today. And we are not counting those special computers in automobiles, appliances and toys. Last year more people purchased home computers than television sets.[15]

By the end of 1996, more than 40 million people in 137 countries were using the Internet.[16] IBM's Thornton predicted that in less than five years the Internet would be carrying more mail than all the world's post offices. He added that in the near future the cost for long distance communication of voice and full motion video "will be negligible."[17]

The breathtaking drop in communications costs seems to be following the same technology curve that an Intel founder, Gordon Moore, plotted in the early days of microprocessor development. Following is the story of Moore's Law as told by Michael S. Malone in the article, "Microprocessor: The First 25 Years" (*Upside*, October 1994):

> In the early 1970s, Intel cofounder Gordon Moore was preparing for an

---

[15] Kenneth R. Thornton, General Manager, Worldwide, Government and Industry, IBM Corporation, "Remarks at Sept 25, 1996, Congressional Briefing," from text of speech.

[16] *Ibid.*

[17] *Ibid.*

> industry speech when he decided to plot out the performance of Intel's processors introduced to date, as well as models still on the drawing board. He used logarithmic graph paper; to his surprise, the products plotted along a straight line. Twenty years later, they more or less still do: Transistor count (or processing power or, inversely, die size or price) doubles every 18 months or so. Moore had captured something profound about the nature of creativity and competition in the digital age. In doing so, he had given Intel and its competitors a telescope through which they could make out the mileposts into the future.[18]

After a quarter-century of this continual doubling, we have reached a point where each increment yields millions of additional transistors. With no end in sight to this rate of increase, computer technology has begun to change the landscape for everyone, in every organization, in every corner of the world.

In addition to its own relentless cost-cutting, microprocessor technology has been driving down prices and raising the value of services and products in virtually every sector of the economy, and not just in high tech areas, such as telecommunications. Every business is finding ways to use computing power to design, produce and deliver its goods and services. Now, even old-line industrial-age products such as washers and refrigerators are getting microprocessor brains. In fact, automobiles are now the world's largest user of microprocessors and their close cousin, the micro controller.

---

[18] Michael S. Malone, "Microprocessor: The First 25 Years," *Upside*, October 1994, from web site, http://www.upside.com, accessed July 7, 1997.

Enter the Sixth Medium

When the computer was developed late in World War Two, many social observers feared it would serve as the ultimate tool of totalitarian control. George Orwell's *1984* and Aldous Huxley's *Brave New World* pictured societies where technology extended the rule of powerful central bureaucracies into every secret corner of every life. Free will would be totally crushed, these authors warned. Instead the Internet age has ushered in more freedom and more open societies than the world has ever seen.

How could early projections, from Watson to Orwell, have been so wrong? Their problem was in thinking of mainframe computing technology as another industrial tool that would further consolidate power and information in a few hands. They might have been right had it not been for development of the microprocessor. They simply did not anticipate personal computers and the Internet, which have given birth to a new medium that undermines centralized, bureaucratic systems, while empowering individuals and rewarding entrepreneurial effort.

"This medium is like no other," Allan Sabo, a website advertising and marketing consultant wrote in a posting to the Online Advertising Discussion List; "in some ways it is like print, in others it is like broadcast, and yet in other ways it is like direct response mail."[19]

One of the most thorough analyses to date of the Internet as a new medium is *The*

---

[19] Allan Sabo, "Re: Does Targeting increase CPM?," posting to Online Advertising Discussion List, Issue #29, Vol. 2, February 10, 1997, post no. 3.

Internet Advertising Report, an investment research paper by Mary Meeker of Morgan Stanley. At the time of this writing, the report was available free on the Morgan Stanley web site at http://www. ms.com/misc/inetad/index.html. The report is really a book with 14 chapters covering everything from a tutorial on web advertising methods (Chapter 6) to a fascinating review of the evolution of U.S. media (Chapter 9), right down to advertising rate card data (Chapter 14).

Meeker holds that since the landing of the Pilgrims, the U.S. has seen five major media develop on its shores: newspapers, magazines, radio, broadcast television and cable television.[20] The entire chapter (just 10 pages) is essential reading for public relations practitioners, but the most profound insights, for purposes of this paper, come from excerpts from a speech given by David Sarnoff in 1947 to NBC radio affiliates, urging them to build television stations and join the NBC TV network:

> I have lived through several periods of development in the fields of communication and entertainment.... I lived through the day when the Victor Talking Machine Company could not understand how people would sit at home and listen to music that someone else decided they should hear. And so they felt that the "radio music box" and radio broadcasting were a toy and would be a fancy.
>
> I saw the same thing happen in the field of talking motion pictures. It was urged by many that people would not go to a movie that made a lot

---

[20] Mary Meeker, *The Internet Advertising Report,* Morgan Stanley U.S. Investment Research memorandum, December 1996, p. 9-1.

of noise and bellowed through an amplifier and disturbed the slumber of those who enjoyed the silent movie.... Today, who goes to a silent movie?

Let me assure you, my friends, after more than 50 years of experience in this field of communications and entertainment, I have never seen any protection in merely standing still. There is no protection except through progress.

Therefore, may I leave you with this final thought: I would suggest that you reflect carefully and thoughtfully upon the possible ultimate effects of television upon your established business if you do nothing, and of the great opportunities for your present and future business if you do the right thing?[21]

The Price of Entry

In Chapter 4 of this paper, you will be given the tools to "do something" with the sixth and newest medium. Unlike Sarnoff's listeners, however, you will not need the substantial financial resources required to build TV stations in 1947. As in the Oklahoma land rush, staking a claim in cyberspace is nearly free. Indeed, your biggest investment may be one of personal commitment and time.

Here is how Michelle LaBrosse, billed on the Smart Business Supersite as "The Mother of the Internet," uses net exposure to give her small enterprise a large presence in cyberspace:

---

[21] *Ibid*, p. 9-5 - 9-6

> Michelle started using the Internet 12 years ago in her work as an engineer for the Air Force.... [As a business owner for the past decade, the Internet] ...has enabled Michelle to inexpensively run her business from anywhere in the world. She travels extensively, and currently lives and works in her custom-built home in the foothills of the Cascade Mountain Range on a private lake.[22]

LaBrosse offers a one-day course at Lake Kayak Lodge near Seattle, Washington that "covers over a dozen ways to use the Internet in your business—from the computer tools needed, to how to select the best online service provider.... to creating a web site...."[23] The Smart Business Supersite recommends LaBrosse's course for business people who want to learn, "how to access vast quantities of information right from their computer and...how to fully leverage the power of the Internet for a variety of business applications."[24]

Clearly, LaBrosse appears to be one of those striking gold by selling shovels to the world's cyber miners.

Not a Mass Market

Another entrepreneur who has given thought to selling cyber shovels is Adam

---

[22] "Using the Internet to Build Your Business," seminar description, Smart Business Supersite, http://www.smartbiz.com/sbs/miscprod/course6.htm, accessed November 2, 1996.

[23] *Ibid.*

[24] *Ibid.*

Boettiger, vice president of business development for Multimedia Marketing Group. In a presentation to Web Advertising '97, held April 21-22, 1997 in Monterey, California, Boettiger warned marketers not to think of the Internet as a mass market. He told them to be particularly wary of bulk e-mail companies selling fool's gold promises of reaching "millions of potential customers." [25]

Aside from the dangerous reactions mass mailing ("spam") can engender on the net, mass marketing simply wastes resources. According to Boettiger the Internet is a niche market "where information sells.... The more [free] information you make available to your customers, the more useful you make your web site, the more they will want to use it and tell a friend about it."[26]

Not a Market, a Community

Professor Andreina Mandelli, Bocconi University, Milan, Italy, makes an even finer distinction, describing the new Internet medium as not so much a marketplace as a community. "In a community," she writes to the Online Advertising Discussion List, "there are two more things than in market segments: (1) a relationship between the members, and (2) an active role of the members in the communication process; there is participation."[27]

---

[25] Adam J. Boettiger, "Ready, Fire, Aim!" text of Web Advertising '97 presentation, April 21, 1997, from electronic digest, Message #02, archived at http://www.mmgco.com/webad97/.

[26] *Ibid.*

[27] Andreina Mandelli, "Re: 'Community' and the Marketplace," posting to Online Advertising Discussion List, Issue #178, Vol. 1, December 12, 1996, post no. 10.

And Perhaps a Golden Age for Public Relations

This community factor presents a remarkable opportunity for public relations practitioners, according to Daniel S. Janal, author of *Online Marketing Handbook*. "Thanks to the widespread use of the Internet and commercial online services, public relations is entering a Golden Age," Janal writes in an excerpt of his book on the Smart Business Supersite. "This new technology enables PR practitioners to reach their audiences directly without the intervention of an editors or reporters who normally act as gatekeepers and censors of information."[28]

Janal describes eight actions an editor or reporter can take upon receiving a news release: (1) print the full text, (2) throw it out, (3) print part of it without further comment, (4) print part with comments by competitors "who downplay your story," (5) print part with comments by analysts "who change your perspective," (6) print part in a roundup with competitors, "thus diluting your message," (7) delete the key messages that support your story, or (8) introduce typos and errors.

With just one outcome that is completely positive, Janal sees seven good reasons why you should want "to speak directly to your audience." [29] Today, however, the PR practitioner has alternatives. Any news release distributed over the PR Newswire, for example, is available to the public over the Internet or CompuServe. "Second, your

---

[28] Daniel S. Janal, "The Internet Ushers in the Golden Age for Public and Customer Relations," Smart Business Supersite, http://www.smartbiz.com/sbs/arts/janl.htm, accessed November 2, 1996.

[29] *Ibid.*

audience can access press releases you post in your Home Page on the World Wide Web.... Third, you can... [send] your press releases to your customers' e-mail boxes [make sure you have their permission, to avoid a breach of netiquette]." Finally, many journalists now prefer to receive news releases via e-mail.[30]

"The most important point to realize," Janal concludes, "is that the new technology allows all of us in public relations and marketing communications to become publishers of quality information to help our audience become happier customers and more profitable investors."[31]

---

[30] *Ibid.*

[31] *Ibid.*

CHAPTER 3: Methods and Procedures

Research for this study followed three steps: (1) a review of current literature available in print or on the World Wide Web, (2) subscription to on-line discussion groups and e-mail newsletters concerned with web site promotion, and (3) interviews of experts in web development and promotion.

The Literature Search

A review of current research provided data on web usage and projections of its growth. The focus of the search for this study was on use of the web for business-to-business applications and how business web sites are promoted.

It was anticipated that the best place to search for information about the World Wide Web would be on the World Wide Web. While a review of library resources yielded some relevant information, the web is too new, and evolving too fast, for definitive scholarly works to have appeared in print yet. Indeed, the web proved to be a rich—almost overwhelming—resource for both the latest research data and the most up to date guides to web promotion techniques.

There is an immediacy to information published on the World Wide Web unlike anything that has come before it. Together with e-mail, it seems to be doing for the written word what daily newspapers and weekly magazines could not do: it has given us a medium for text that competes with the other electronic media. For the first time, we have *electric ink* that travels just as fast, and travels farther and deeper, than radio or television. Today the written word is at the heart of the world's *first cyber* medium.

Of course, with the possibilities for audio and video growing, despite continued bandwidth limitations of today's copper phone wires, the web holds the promise of becoming more a mixed or multi-medium. Even if animation and video images come to dominate consumer web sites, however, text will likely remain the mainstay of web communication for business-to-business sites, if for no other reason than it is faster, easier and cheaper to produce.

One of the most powerful aspects of this new medium, and one that proved especially useful in this research, is its ability to *link* one web site to another. This has given rise to an entirely new form of reference work or online bibliography that allows the reader to go directly to the referenced sources. Thus, one can find a single entry point on the web—just one site that contains relevant information about the subject being researched—and that site's links may lead to hundreds of other, even more-relevant sites, each with its own useful links.

Although it is a very new medium, the web has attracted a vast number of articulate, educated people, many associated with colleges and universities, who have posted well-documented cross-linked references dealing with web-oriented advertising and public relations issues. Since many of these sites are maintained by university communications or marketing departments, or companies specializing in web communications, there seems to be a high probability that these sites will be kept up to date, which is of real concern for a medium that is growing and changing so fast.

Web sites and web experts included in this study were selected based on their credentials presented (works published, periodicals they write for, their association with a

recognized web promotion agency or university, and the number of times they were cited by other web experts or referred to on web sites specializing in online promotion issues).

How the Web Search Was Accomplished

The search for information on web site promotion began with a simple query using Alta Vista, one of the most respected search engines, which was developed by Digital Equipment Corp. (DEC). The Alta Vista data base maintains information on and links to more than 21 million web sites. Upon entering the key words, "web site promotion," AltaVista listed "about 200,000" citations, ranked in order of greatest probability of relevance. Although some relevant sites were found in the highest priority listings, none were helpful for purposes of this paper. Other searches, such as "web promotion," "web marketing," and "Public Relations" also provided little of use.[32]

Other broad search engines, such as Infoseek and Yahoo, offered equally limited results. Even more specialized databases produced poor results. A search of the InfoWorld site, for example, using the keywords "web site promotion" or "web+public relations," failed to find any significant articles.[33]

These results in themselves make a strong case for the need for web site managers to use a broader array of PR techniques, and not simply depend upon search engine submissions, to promote their sites. A search for "Public Relations" on Alta Vista, for example, failed to turn up the Public Relations Society of America (PRSA) web site

---

[32] Search result, AltaVista, http://www.altavista.digital.com, Nov. 3, 1996.

[33] Search result, http://infoworld.com, Dec. 11, 1996

within the first 100 listings. The search did, however, yield a link to the Colorado state chapter, which in turn provided a link to PRSA.[34] A search on Alta Vista specifically for "PRSA" did bring up the organization's web site at the top of the list.

Clearly it is not enough to depend on search engines to point traffic your way. A recent story in *The Wall Street Journal* reported that as the web grows in size and complexity, search engines are bound to have increasing difficulty delivering relevant results.[35]

Many web sites of great value are available to those looking for help with public relations issues, and their number has increased significantly during the course of this study. It is symptomatic of the current chaotic (but creative) state of the web that references to the best web sites often were found in articles and listings in marketing and computer *magazines*, not via online search engines. The top sites turned up in the initial search were The Internet Advertising Resource Guide[36] by Prof. Hairong Li of Michigan State University and the Tenagra Home Page,[37] maintained by an Internet marketing firm that sponsors the highly-regarded Tenagra Awards for Internet Excellence. These sites provided all the links that led to many other sites that were full of valuable data and

---

[34] Search result, AltaVista, Nov. 12, 1996.

[35] Bart Ziegler, "Why Search Engines Don't Always Turn Up Many Web Sites," *The Wall Street Journal*, December 10, 1996, p. B1.

[36] Li, Hairong, The Internet Advertising Resource Guide, http://www.msu.edu/unit/ adv/internet-advertising-guide.htm, Nov. 2, 1996.

[37] Kurtzman, Cliff, "Print Publications on Business Use of the Internet," Tenagra Home Page, http://www.tenagra.com/books.html, Nov. 26, 1996.

promotion resources. The most valuable of these sites are frequently updated.

With the limitations of today's search engines, researching the Web is less a scientific data base search and more a journey of discovery, with every link offering dozens or even hundreds of additional links or branches, so that it is highly improbable that any two people would complete the same journey, in the same sequence. Nor is it likely that any web surfer could retrace his or her own steps on another day. Even if they did, some of the landscape would have changed (or disappeared) since the last visit.

Your Browser Remembers Where You've Been

Given the randomness of the journey, one of the more useful features of the web browser is its ability to "remember" sites that have been visited in the past. When a link is clicked, it changes color (usually from blue to purple), which helps the researcher keep track of sites that have already been visited. What really makes this memory useful is that the browser will display a link in a different color on a web site you are visiting for the first time, if you have previously clicked on that link from another site. This saves a lot of unnecessary visits when researching a subject such as public relations that has so many interconnections.

It was also through web research that a moderated e-mail discussion group, the Online Advertising Discussion List was discovered. By "subscribing" to this discussion group (that is registering one's e-mail address), it is possible to receive via e-mail daily updates of how real web builders are bringing traffic to their sites. It also pointed the study toward experts who are on the leading edge of web promotion and were contacted for interviews.

A December 14, 1996 posting to the discussion group by Steve O'Keefe announced publication of his new book, *Publicity on the Internet: Creating Successful Campaigns on the Internet and Commercial Online Services*. O'Keefe also announced he had created an "Internet Publicity Resources" web site (http://www.olympus.net/okeefe/pubnet). This site offers the most complete PR guide and useful links yet found on the Internet. A visit to this site is the first place to look for anyone researching an Internet publicity issue.

In addition to information posted on the web, a vast amount of web news is being published by the popular press. Especially useful for this study were *Net Marketing*, published by *Advertising Age*, and *Webmaster*, published by International Data Group.

CHAPTER 4: Web Site Promotion

This chapter provides a complete guide to web site promotion. It offers assistance in both online and offline promotion. Before beginning the guide, however, a few words are necessary about planning, research, and getting expert help.

Plan and Research First

With so many entrepreneurs and businesses rushing to claim their own cyber goldmines, the temptation is strong to grab the first shovel at hand and start digging. Conversely, there are those with low expectations and no goal who think a nominal web presence is all that is required—that simply pasting some HTML code onto their brochure text will give them a sufficient outpost on the electronic frontier. Either approach is likely to fail. As in any other media campaign, those who succeed on the web have invested sufficient planning and research to have a clear purpose on the web. They have set clear goals and are prepared to measure their results.

Guidance to research and planning for web business is beyond the scope of this paper. There are, however, excellent resources available, and most are online. Jan van Ottele of the Melbourne Business School in Australia recommends http://www2000.ogsm.vanderbilt.edu/ novak/web.standards/webstand.html to research online advertising: "The most useful overview and analysis of the past and present situation."[38]

---

[38] Allan Sabo, "Re: History of On-Line Advertising," posting to Online Advertising Discussion List, Issue #138, Vol. 1, November 11, 1996, post no. 4.

Another good academic site is the "Internet Advertising Resource Guide" by Michigan State University Professor Hairong Li, Ph.D., at http://www.voyager.net /adv/internet-advertising-guide.html. An excellent site for both web business and web promotion information, with many useful links, is the Smart Business Supersite at http://www.smartbiz.com.

Also visit the Tanagra Corporation's site at http://www.tenagra.com, where you can find an excellent list, with mini-reviews, of books and periodicals on Internet marketing. You'll also find the winners of their annual Internet Marketing Excellence Awards, success stories, and links to reference sites that maintain statistics on web size and usage. You will also be able to subscribe to their free Online Advertising Discussion List, and you will see an exceptionally well-conceived web site in operation. More resources are available at the end of this paper.

Consider Language and Cultural Differences

While English may be the unofficial language of the Internet, U.S. companies need to be careful that they do not become too complacent with the ease of communicating in English on the web. Even American companies already doing business abroad may need to take a fresh look at their global communication strategies; especially if they now depend solely on local distributors or representatives to solve language and cultural issues.

Bill Dunlap of Euro-Marketing Associates predicted that non-English language web pages will grow from today's 15 percent of all content on the web to perhaps 60

percent by the year 2000.[39]

"The Internet has done much for eliminating the issue of distance and geography, and we can use it to extend our business to most anywhere in the world," Dunlap wrote in an article for *Exposure! Weekly Internet Newsletter*:

> While it is not necessary to translate your entire web site into a number of languages, you really should consider translating at least the most important pages.... Many people overseas read English (but far fewer feel comfortable to write you e-mail in English).... only 28 percent of the half billion European population can read English. For South America, this fraction is certainly less.[40]

Dunlap recommended that companies "fold in" other languages over time, perhaps with just a few key information pages and clear directions that they can send an e-mail in their own language: "You can work with a content provider who writes these pages, and each language section of your web site will start taking on a life of its own, as well as the characteristics (even visual) of that culture."[41]

He pointed out other advantages to localizing some web pages. For example, while it is possible to register a U.S. web site in other countries, "indexes frequently ask

---

[39] J. D. Mosley-Matchett, "Remember: It's the *World* Wide Web," *Marketing News*, January 20, 1997, p. 16.

[40] Bill Dunlap, "Preparing Your Site Strategy for Global Business," *Exposure! Weekly Internet Marketing Newsletter*, electronic newsletter, March 21, 1997.

[41] *Ibib.*

for a local address in that country, phone number, and sometimes even a host computer."[42]

For companies that have, or wish to establish, a presence in international markets, many of the suggestions that follow about web site promotion may also need to be done in other languages. The Global Reach web site at http://www.euromktg.com./eng/GR offers information and services for web site promotion and banner ad placement in the leading online countries, including all of Europe and Russia, Japan, Latin America, Australia and South Africa. The full text of Dunlap's article, with hyperlinks to other resources and examples of successful multi-language web sites, is available at http://www.euromktg. com/eng/ed/art/rep-eur4.html. For statistics on online users by country see http://www.euromktg.com/eurostats.html.

Seeking Expert Help

For those with the resources, expert help in web promotion is available. Two names that came up frequently in researching this paper were Eric Ward, founder of Netpost, which specializes in web site promotion, and Steve O'Keefe, founder of Internet Publicity Services, a promotion firm largely devoted to serving book publishers. Both were interviewed for this paper.

A third expert interviewed for this paper is Danny Sullivan, who has specialized in search engine technology. Sullivan maintains the Search Engine Watch web site, offers a free e-mail newsletter, and a $20 annual subscription service that includes a more

---

[42] *Ibid.*

detailed newsletter and access to a subscribers-only area on his web site. Following are excerpts from the interviews and writings of these three experts, which will provide some background for the guide that follows.

Eric Ward on Hand Crafted Web Promotion

Despite its high-tech foundation, and a growing array of software tools and cyber robots ("bots") that claim to automate web promotion, Eric Ward believes that web promotion, right down to submitting your site to the search engines, has to be done by hand.

"I have many clients who were users of Site Promoter and other such 'short-cut' tools," Ward wrote in a posting to the Online Advertising Discussion List, "and now pay me to do it over. These tools have a role, but there is no substitute for doing it the way the search engines and directories want you to.... Above all, please remember that search engines and directories are but a small part of the web-site awareness-building process. If they weren't, why would 75 percent of my business be for non-search engine and directory web promotion?"[43]

In a telephone interview, Ward said businesses will spend months developing a web site, "and then they invest just 30 minutes in promoting it." He explained that many newcomers to the web try to use automated shortcuts because they think they are dealing with a mass medium—something like a television that can talk back—that will lend itself to mass merchandising. "For most businesses," he said, "you don't even need (or want)

---

[43] Eric Ward, "Re: How can I not be associated with scams?" posting to Online Advertising Discussion List, Issue #152, Vol. 1, November 19, 1996, post no. 3.

to get everybody to visit your web site. You want a few qualified people. The best web sites are very much niche-oriented sites, and you need carefully crafted niche promotions to bring the right people to them."[44]

Eric Ward may be found at http://www.netpost.com

Steve O'Keefe Focuses on Customers

Steve O'Keefe is author of a new book, *Publicity on the Internet,* and a remarkable web site, "Internet Publicity Resources," at http://www.olympus.net/okeefe/pubnet/. O'Keefe spent years developing the web site, which provides well-organized lists with brief descriptions and direct links to all the Internet resources he spent years discovering. O'Keefe's web site was just launched in December, 1996, and should become the first resource newcomers turn to when seeking to learn about Internet promotion.

In a telephone interview, O'Keefe talked at length about the special needs of business web sites. "Too many people," he said, "don't recognize that the main reason for having a site is to serve current customers. If you satisfy existing customers first, then new customers will find you on the web, too." [45]

Many business web sites get it wrong from the beginning, O'Keefe suggested, in their choice of a site developer. "Most developers design sites for entertainment, not business," he said. "When you hire a developer, you have to look for someone who can

---

[44] Eric Ward, telephone interview, January 7, 1997.

[45] Steve O'Keefe, telephone interview, December 23, 1996.

help you do business, not just entertain you."[46]

O'Keefe also said that too many business sites are focusing on retail, or end-user sales, "when they ought to be looking for the web to make a difference at the wholesale level. If you use reps or distributors to reach your market, then those reps and distributors are your best customers. They should be able to place an order through the web, or do customer demos or presentations with the help of your web site."[47]

O'Keefe holds that if you get reps excited about your products through your web site, and make it easier for them to do business with you, you'll get more of their selling time and more enthusiasm. "Reps are service-oriented people," he said. "They're educators, and the more you can use your web to reduce the time they spend doing mundane paperwork, the more creative things they'll do."[48]

Danny Sullivan Knows How Search Engines Rank Your Web Site

There are two reasons web promoters should know about Danny Sullivan. The first is that he simply offers the most complete guide to search engines and directories to be found anywhere. The second is that he is a good writer and reporter, and so his guide is readable, entertaining and comprehensible—even to the somewhat technologically challenged.

Sullivan was an English major at the University of California, Irvine. He became

---

[46] *Ibid.*

[47] *Ibid.*

[48] *Ibid.*

a reporter for the *Orange County Register* and later the *Los Angeles Times*. He went into web development, then used his web knowledge and reporting skills to become a search engine specialist.

In a telephone interview, Sullivan said his language skills and reporting know-how have been useful resources for his web enterprise. "You need to be comfortable with computers, too," he said. "The more you understand computers, the more successful you'll be on the web. On the other hand, it's not so much your educational background as your attitude that determines your success."[49]

The most important attitude change people have to make when they move to the web, Sullivan explained, is to really accept that this is a new medium, requiring new thinking. "You've got to understand it's a different medium," he said. "It's not radio. It's not TV. It's not print. You need to be willing to look for new ways to do things. You always have to ask, 'Is this going to work on the net?'"[50]

Sullivan's web site, the Search Engine Watch, is at http://www.searchenginewatch.com.

The Guide to Web Site Promotion

This guide is divided into online and offline promotion activities. Online promotion includes web-centered opportunities, such as search engines, links and listings on other web sites and banner advertising on the web. Promotional activities that can be

---

[49] Danny Sullivan, telephone interview, June 10, 1997.

[50] *Ibid.*

undertaken on your own web site will then be addressed. In addition, the emerging field of Internet public relations will be discussed. Finally, offline promotion activities, from business cards, to direct mail, to advertising and public relations will be reviewed.

On-the-Web Promotion

Search Engines: Many people think of search engines or directories as the central focus for web promotion, since this is where web surfers often turn first when looking for information on a new topic. Danny Sullivan's Search Engine Watch site offers a frequently-updated search engine features chart of the main search engines (AltaVista, Excite, HotBot, InfoSeek, Lycos, Open Text, and Web Crawler) that describes how they function and how often they are updated.[51]

Steve O'Keefe's "Searching Resources" provides thumbnail descriptions of both "spider" type engines, such as Alta Vista, and catalogs, such as YAHOO.[52] O'Keefe's list includes hot links to each of the search sites. In addition to the tips provided by Sullivan, O'Keefe and others, each search site posts detailed directions for submitting information to it, or requesting a visit to a new site. Those serious about registering need to visit at least the major search engine sites, read and follow their registration instructions. On Alta Vista (http://altavista.digital.com), click on "FAQ" and "Add URL" at the bottom of

---

[51] Danny Sullivan, "Search Engine Features Chart," Search Engine Watch, http://www. searchenginewatch.com/features.htm, accessed June 9, 1996.

[52] Steve O'Keefe, "Searching Resources," Internet Publicity Resources, http://www. olympus.net/okeefe/Pubnet/ResSearch.html

each page.[53]

Although there are hundreds of search engines, according to Adam Boettiger, editor of *Exposure! Weekly Internet Marketing Newsletter*, an estimated 90 percent of all search engine users go to one of the top 20. He offers a list of these 20 search engines at http://www.exposure-usa.com/webpromo/top20.html.[54]

Another good web page for learning about search engines and other resources can be found at the EPage Internet Classifies site (http://ep.com). Go to their FAQ section and select "How to Announce Your New Web Site" (http://ep.com/faq/webannounce.html), which will give brief explanations and hot links to "What's New" web pages, web directory pages, search engines, newsgroups, newsletters, and more.[55]

Multiple URL's: An inexpensive and effective way to help people find your web site is to register multiple URLs, all pointing to the same site. The author's company, K-Tron International, has registered both "ktron.com" (without the hyphen) and "k-tron.com" (with the hyphen). If a company has multiple brand names, each brand could have its own URL. "What it allows you to do," Armando Trevino wrote, "is have several doorways all leading to your main site. This can allow for increased exposure via search

---

[53] "Frequently Asked Questions about Alta Vista," Alta Vista Search web site, accessed February 15, 1997.

[54] Adam Boettiger, "Introduction to Internet Advertising," *Exposure! Weekly Internet Marketing Newsletter*, electronic newsletter, February 1, 1997.

[55] "FAQ: How to Announce Your New Web Site," EPage web site, accessed December 17, 1996.

engine terms.... If you vigorously market each doorway... it leads to more exposure, and exposure is the name of the game here on the Internet."[56]

Links, Listings, Malls and Online "Trade Shows": Both Danny Sullivan and Steve O'Keefe suggested that web promoters place their greatest efforts in finding good links, with focused sites that enjoy good traffic. "You'll get more from links than from anything you can do," Danny Sullivan said. "You need to find the sites that match your audience, and link or advertise with them"[57]

"People spend weeks trying to figure out how to get their names to the top of Alta Vista, which is a waste" O'Keefe said in an interview. "They need to focus on putting value in web experience for those who visit their sites. They also need to work closely with high traffic sites, not just try to drag traffic to their sites." As an example, he described how it is now possible to link to Net Phone from a listing in YAHOO, so that a customer can place a phone call directly to your business, completely bypassing the need to make a trip to your web site first.[58]

According to Sandra Glassmann of Sage Marketing, only about 20 percent of the traffic to most sites will come from search engines. She recommends cross-linking to non-competitive, like-industry sites. Also look for database listings serving your market,

---

[56] Armando Trevino, "Re: Multiple URL's," posting to Online Advertising Discussion List, Issue #27, Vol. 2, February 7, 1997, post no. 1.

[57] Danny Sullivan, interview, *ibid.*

[58] Steve O'Keefe, interview, *ibid.*

hotlists and reviews.[59]

Many trade magazines and buyers' guides are now offering online directories. These listings may be free, paid, or discounted or free to those who advertise in their print publications. *Thomas Register,* the oldest and one of the largest buyers' directories offers both CD ROM and web versions of its huge annual printed guide. The best online directories include links to the web sites of the companies they list. Many industry-specific online malls have also been set up with directory listings of suppliers to that industry.

You may want to investigate the **Web Rings** technology for establishing links to related web sites. Jeff Frentzen wrote in a *PC Week* column (September 30, 1996):

> Any company worth its salt markets its public web site by inserting its URL and description in some or all of the online search engines, such as Yahoo and Alta Vista. These are effectively free ads, but most search engines contain so much information (often indexed so poorly) that users still cannot find your site.
>
> An alternative to the simple forms-based search interface is the Web Ring concept in which sites with a similar theme or content link together in virtual communities.... The ring concept is compelling and provides a way for users to quickly browse sites that fall within their

---

[59] Sandra Glassmann, "Re: Marketing Ideas," posting to Online Advertising Discussion List, Issue #8, Vol. 2, January 10, 1997, post no. 5.

interest areas.[60]

The Web Ring technology has been around since 1995, a long time for the Internet, but it has recently generated new interest. "The idea is simple," editor Richard Hoy writes in *Ad Bytes*, a weekly e-mail newsletter, "sites about a particular subject are linked together by a graphic. Clicking on that graphic launches you on a linear tour of all the web sites in that ring. More than 8,000 exist already."[61]

Another venue creating interest on the web is the online virtual trade show. Some are linked to an established show, others are part of an online mall. These virtual shows give manufacturers an opportunity to show their equipment at a fraction of the cost of exhibiting at a trade show, and the exhibition is open 24 hours a day, seven days a week, for as long as a year.

"By some estimates, more than 200 trade shows now have a presence on the World Wide Web," according to Mollie Neal in a front-page story in *Advertising Age's Business Marketing* (June 1997).[62]

Neal reports this is a small but growing percentage of the 4,000-plus trade shows, conferences and seminars in the US and Canada in 1997 listed in the *Tradeshow Week*

---

[60] Jeff Frentzen, "Web rings: A novel way to get around the Net," *PC Week*, September 30, 1997, p. 137.

[61] Richard Hoy with Cliff Kurtzman, *Ad Bytes*, Issue 20, June 8, 1997.

[62] Mollie Neal, "Virtual trade shows offer real results," *Advertising Age's Business Marketing*, June 1997, p. 1.

Data Book. But she quotes Tom Mitchell, managing partner of Virtual Online Trade Show Company in Atlanta as predicting, "...online shows held in conjunction to site-based events will be standard procedure in the future for the shows to survive."[63]

Today's web technology offers many creative ways to create virtual trade shows, according to Neal. You can offer, "...audio and video clips of keynote addresses, downloadable seminar handouts, live chat sessions, networking parties and interactive exhibit halls where 'attendees' can request product listings, brochures and catalogs and place orders."[64]

Banner advertising: Sandra Glassmann of Sage Marketing credits banner advertising for helping a client's web site grow:

> The success for SpyZone (http://www.spyzone.com) with banner ad placements has been achieved through very targeted marketing planning. Each audience is studied, and the banner is designed addressing its needs alone.... International placements have been made with banners in the native language. Generic banners may only produce mediocre results, but specifically targeted, rotating banners of various colors can be quite successful
>
> Site selection is crucial, and often the large, high volume sites can only deliver numbers of people, not qualified customers. The well-

---

[63] *Ibid*, p. 43.

[64] *Ibid*, p. 43.

targeted marketing program should select only sites that fit your company's definition of a prospective customer.[65]

Buying banner advertising on the web seems to be unlike any media that has preceded it. "The Internet is too efficient for traditional media models," Rob Frankel wrote. "With traditional media, the idea is to put the ad or commercial in as many places as many times as possible, in the hopes that your target viewers will see it enough times to make some sort of impression on them.... But on the net, frequency ain't where it's at, because... the minute someone clicks on your page and doesn't see what they like, they're outta there. For good."[66]

Michael Tchong, editor of CyberAtlas, recommends online advertisers "buy wide, not deep." In a report on a presentation at the Web Advertising '96 conference in New York City, he wrote:

> A seminal presentation by Anderson & Lembke media director, David Yoder... proves that you're better off buying a lot of sites than trying to buy a few and dominating them. A&L, who buys for the web's biggest advertiser (Microsoft), used its vast site performance database plus PC Meter, IntelliQuest CIMS and MRI research data to show that it can

---

[65] Sandra Glassmann, "Re: Click Rate vs. Cost-per-click," posting to Online Advertising Discussion List, Issue #2, Vol. 2, January 2, 1997, post no. 6.

[66] Rob Frankel, "Frankel's Finding: Frequency is For Freaks," Clickz web site, http:// www.clickz.com/archives/060497.html, accessed June 9, 1997.

cost upward of 600 percent more to simply double reach at a given site.[67]

Use Your Site to Generate Traffic

In developing web site promotion plans, the first place to look is at your own web site. Both content and presentation can play a critical role in attracting new visitors, as well as being the deciding factor in determining if visitors stay long enough to become prospects or customers.

Offering free stuff—such as software, neat graphics, cartoons, an e-mail newsletter subscription—both generates traffic and gives you an opportunity to learn more about your visitors.

K-Tron International, an industrial equipment manufacturer, offers an easy-to-use metric conversion program that is a truly useful tool for its target market, process engineers. Visitors may either download the software or request that it be mailed to them. Either way, they must register their name, address, phone and e-mail to get the software. It is the single most visited page on the site, and within the first two months of operation it generated several sales leads and at least one sale valued at more than $50,000.[68]

Other content that will draw and keep visitors includes answers to ***frequently asked questions (FAQs)***, with a form so that visitors can easily send questions to experts in your company. Visitors also like to be able to access ***databases*** for useful product

---

[67] Michael Tchong, "Seminal thinking about an ad revolution," posting to Online Advertising Discussion List, Issue #154, Vol. 1, November 20, 1996, post no. 3.

[68] "K-Convert registration log," from K-Tron International confidential web activity files, accessed April 30, 1997.

information, to look up a local sales contact, or access customer support services. Some sites maintain membership areas where only registered users can visit. Every site should have a ***News Room*** for the media where you can post your news releases (everyone else likes to read them, too).

Highly targeted free information, however it is packaged, remains the strongest magnet to your web pages. Recently, *PC Week* has begun to exploit this desire to acquire information on its web site with a button that reads: ***"e-mail this story to a friend,"*** according to a story in the *Ad Bytes* newsletter. "When you click the button, a form appears. You use the form to fill-in your e-mail address and the e-mail address of the friend...."[69]

Sites can also benefit by increasing the visibility of actions they want visitors to take. Tenagra increased its registration by a factor of 30 for its e-mail newsletters by making a subscription form the first thing a visitor goes to when accessing Tenagra's home page.[70] Subscribing is not required to gain access to the site, but the form makes it hard to overlook the opportunity. Likewise, if you want people to invite your CEO to speak to their groups, or attend one of your seminars, make the offer highly visible, and make it easy to request a date.

Interestingly, when you offer an ***e-mail newsletter***, you are tapping into the power of print media to promote your web site. "Print is probably the greatest and most

---

[69] Richard Hoy and Cliff Kurtzman, editors, *Ad Bytes*, Issue 13, April 8, 1997.

[70] Cliff Kurtzman, "Re: Newsletter subscription bonanza," posting to Online Advertising Discussion List, Issue #51, Vol. 2, March 17, 1997, post no. 6.

overlooked medium for promoting a web site," Steve O'Keefe said in an interview.[71] When people are able to print out a short, useful newsletter on their own printer, and read your news away from their computer, you have created a medium that gives them the immediacy of electronic age, and the ease, comfort and flexibility-of-use of the print media.

People also value sites that keep them up to date on other sites with a ***Links Page*** of interesting sites that are relevant to your industry. Also offer ***contests***, stage ***web events***, list the ***trade shows*** you'll be exhibiting at, and offer ***seminars*** (or to be a speaker). Each site needs to develop its web personality to become a memorable place to visit.

Internet Public Relations

Steve O'Keefe has probably written the best book on Internet public relations (*Publicity on the Internet,* published by John Wiley & Sons), and he has created the most useful web site, too, as mentioned above. Richard Hoy, in announcing O'Keefe's book in *Ad Bytes*, wrote:

> When I read this book, I got mad. That damn Steve O'Keefe had written the book I wanted to write! Where most authors give you the broad and shallow picture, Steve hands you the user's manual. This is, by far, the best nuts-and-bolts explanation of what goes on in a successful online campaign I have seen to date. It is not a book about online

---

[71] Steve O'Keefe telephone interview, *ibid.*

advertising. All the techniques are really grounded in public relations....[72]

Buy Steve O'Keefe's book, visit his web site. Of particular interest for web site promoters are his guides to online announcements, news releases, newsgroups (Usenet), e-mail discussion groups, and e-mail newsletters.

There are other resources, besides O'Keefe's book and web site, to help in online promotion. One of the more unique is ***GuestFinder***, a web directory of authors and experts who are available for media interviews. Located at http://www.guestfinder.com, the list charges $149 per year per guest. The list is the creation of Lorilyn Bailey, an author living in Raleigh, North Carolina (phone 919-878-9108, e-mail lorilynb@guestfinder.com)..

Offline promotion

Despite the natural appeal for online promotion to attract online visitors, much of the most productive work will be done offline. Collateral materials such as ***business cards, letterhead, and brochures*** all need to include your web address. Remember, the most important people to attract to your web site are the people you are now doing business with.

Announce your new web site, or a new feature through ***direct mail*** to your customer and prospect lists. Perhaps even offer a reward for visiting. Display your web site at ***trade shows***. If your site is largely HTML pages, it is quite easy to put the entire site on a notebook computer's hard drive and demonstrate it offline, avoiding the dangers

[72] Richard Hoy, *Ad Bytes*, e-mail newsletter, Issue 13, April 8, 1997.

of lost connections or slow response times. K-Tron International promoted its web site with a prominent display at a major show in Chicago in May, 1996. Traffic immediately jumped following the show by 20 percent.

Most major shows now provide direct access to an Internet Service Provider (ISP) directly from your booth. Both dedicated telephone lines and faster ISDN lines are available at many locations.

Ad specialties are another effective way to promote awareness of your web site. Web addresses are printed on T-shirts, clothing, bags, golf balls, and other imaginative or useful give-aways. K-Tron International gave free compasses at a major trade show with "www.ktron.com" printed on them. The theme on a pre-show direct mail promotion centered on helping visitors "find your way to K-Tron from anywhere in the world." At the huge National Plastics Exposition in June, 1997, K-Tron gave away a Swiss Army knife, with the URL inlaid in the handle, to qualified prospects who brought a flyer to the booth that had been mailed to them prior to the show. Leads generated at the show were more than double the number anticipated, based on past show experience.

Advertising: print, radio, and TV

From a simple ***tag line*** to overt promotion of your web site, web awareness needs to be part of your on-going advertising program. According to the Cahners Advertising Research Reports (CARR), "A recent analysis of web site activity demonstrates that ***print advertising*** in publications encourages web activity. A review of file transmission activity [in the study] clearly illustrates that the average number of hits nearly doubled on days when the site was mentioned in an advertisement.... Additionally, when the URL

address is mentioned in the ad copy... activity increased by nearly fifty percent."[73]

Likewise, ***television*** advertisers have begun promoting their web presence. AT&T has also launched a powerful campaign ("RubberEyes.com") that simply promotes the idea of marketing online. In it, AT&T shows how it can help entrepreneurs with a good idea (rubber frame sun glasses that don't break when you sit on them) reach their market faster and cheaper via the web. "Television has reach, tremendous reach," Richard Hoy and Cliff Kurtzman note in commenting on the campaign in *Ad Bytes*. "When you have the money to do national advertising and can do it well, it can be a significant web site traffic builder.... whether or not this campaign proves effective for AT&T, ultimately we think that AT&T is doing us all a great favor by running these ads and promoting a positive image with the public of marketing online."[74]

Sometimes those with limited advertising budgets can ***negotiate trades*** for ad space. "I barter just about anything I can give," Dr. David Green, editor of Strategic Health Review, wrote, "Every time someone [trades] an ad in print in exchange for space on my web site or other services, I watch my page views climb."[75]

Offline Public Relations

Just as in your advertising, your web site address should be included in a ***tag line***

---

[73] Jane C. Rogers, Vice President Research Operations, Cahners Publishing Companies, undated cover letter describing CARR report number 840.0, distributed November, 1996.

[74] Richard Hoy and Cliff Kurtzman, editors, *Ad Bytes*, Issue 13, April 8, 1997.

[75] David Green, "Re: Bartering," posting to Online Advertising Discussion List, Issue #159, Vol. 1, November 26, 1996, post no. 7.

in all news releases, and it should inform news sources that a complete inventory of news releases and backgrounders is available in your ***online news room***, and downloadable, from your web site. Treat your web site as you'd treat a new product launch. Send out announcements of a new site, or new features or enhancements to an existing site. ***Stage events***, contests, or tie-ins with radio or TV stations, trade publications, or other organizations that will give your web site exposure to a target audience.

Generate ***feature story*** placements. Many trade journals, newspaper business pages and newsletters are hungry for web "how to" stories and success stories. Become a ***resource*** on web news. When an event or issue arises that puts the web in the news, provide your local news or trade press outlets with relevant commentary, insights, or business perspective.

Finally, don't forget ***internal communication:*** Theo Smarsz of Computer Technology Company in Brisbane, Australia, asked members of the Online Advertising Discussion List, "Has anyone else telephoned in response to an online approach to find that no one seems to know what you're talking about...? Forgetting to inform the troops of a marketing thrust seems to be too regular."[76]

---

[76] Theo Smarsz, "Re: What happens when your marketing succeeds?" posting to Online Advertising Discussion List, Issue #128, Vol. 1, November 3, 1996, post no. 5.

Chapter 5: The Web's Future and Its Impact on PR

Although the Internet is still in its infancy, some preliminary conclusions are possible about the future of the web and its impact on PR practitioners. This chapter offers a few facts, and a good deal more speculation, about what it all means to us.

The Future of the Technology

Dr. Da Hsuan Feng is a visionary who has plans for the Philadelphia region. A physics professor at Drexel University, Feng has teamed with University of Pennsylvania Physics Professor Robert Hollebeek to launch HUBS, a proposed region-wide super-network connecting area hospitals, universities, businesses and schools. Following is an excerpt of an e-mail message that speaks to what the future may hold:

> The world of computing never ceases to amaze all of us. I guess this is why on the one hand we are all fascinated by it, and on the other truly frightened by how this technology is going to affect all of us, economically, intellectually and even culturally!
>
> Well, here is something to consider.... The world just broke the one teraflops barrier. Yes, this means that [with] this machine, in one second, 12,000,000,000,000 pairs of numbers could be added up!
>
> It is interesting to note that just 50 years ago, the first electronic computer called ENIAC was born in our town. ENIAC could add (hang on to your hat) 360 pairs of numbers every second. A very simple calculation will tell us that if ENIAC could run continuously for one

> millennium (yes, one thousand years) nonstop, it could do what this machine could do in one second! This is what mankind is able to achieve in 50 years. Do we dare to predict what our world is going to be like in the next 50?[77]

The machine that accomplished this feat, built at Sandia National Laboratory in Santa Clara, California, had at its heart the same microprocessors that power today's fastest personal computers, just more of them: 7,264 Intel Pentium Pro processors, with 454 gigabytes of system memory.[78]

The Future of the Medium: a Mouse in Every House and the Subculture of One

With people becoming comfortable with the technology of the web, many observers are predicting that 1997 will be "the year of content" for the web.[79] Jim Sterne, author of *World Wide Web Marketing* and *Customer Service on the Internet*, offered some thoughts about what kind of content it will take to keep people coming back to our web sites:

> Dale Carnegie teaches that the sweetest sound in the world is the sound of one's own name. Same is true in the web. Sites which narrow their focus on subject matter, or go all the way and create a personalized

---

[77] Da Hsuan Feng, "Re: Now that we are all comfortable with terabytes, what about teraflops?" HUBS memo, e-mail news list, December 18, 1996.

[78] "One teraflops broken by Sandia/Intel system," HPCwire Newsflash, December 17, 1996.

[79] Jim Sterne, "Re: first post and some questions," posting to Online Advertising Discussion List, Issue #142, Vol. 1, November 14, 1996, post no. 1.

experience... will be the ones that earn repeat visitors....

The [computer] screen has become a personal experience. Radio used to be the electric hearth the family gathered around. Then the TV. The TV moved into the bedroom and the kitchen and we all got remote controls.

The web accelerates that trend. There's only one thing worse than watching somebody else channel surf and that's watching somebody else control the mouse.[80]

The Oki Business Digital web site (http://obd.com) presents lengthy and very well-written discussions on "web futures," web technology, and social issues. Concerning the idea of an "Internet culture," the authors suggest that the culture, "is not defined by the people on the Internet—it's defined by the technology and the environment. If everyone lives and works on the [digital] highway, it seems likely that the highway will define the larger culture—just as TV, radio, the telephone, and print media do today. What will the utter personalization of the information highway do to society as a whole? What will define culture in a world where commonality is not necessary—a world which is so atomized that everyone represents a subculture of one?[81]

Yet Morgan Stanley's analysts are predicting that Internet Advertising will present marketers, "the next mass medium and that users will embrace it, on a relative

---

[80] Jim Sterne, *ibid.*

[81] "The New World Order?" Social Issues, Oki Business Digital web site, accessed May 7, 1997.

basis, faster than prior media (newspapers, magazines, radio, broadcast television, and cable television). So far, they already have.... [and] the base of PC users (nearly 165 million) bodes well for a rapid Internet ramp."[82]

With so much marketing power depending on a mass market, and so many people who really are uncomfortable if they are not part of a crowd (why else would Ford advertise its Taurus as the "car more people drive"?), it seems unlikely that every individual will become a private network of one. But it will be a different medium, with different rules and dynamics.

Opportunities for PR practitioners: Convergence of the Social Technologists?

"One of the questions and certainly one of the major challenges that the web provides," Ken Bond writes to the Online Advertising Discussion List, "is the merging of several disciplines (advertising, public relations, publishing, broadcasting) into a single field application that is being called Social Technology."

One has to believe that Eddie Bernays would have enjoyed the designation "Social Technologist," though he might have preferred "Social Technology Counsel" as more in tune with his concept of public relations practitioners as the "doctors" of applied social science. He also might have applauded Bob Lewis, who suggested in his *InfoWorld* column, "Some independent authority should establish a certification program for information providers. The program would define minimum standards for news gathering and editorial practice [on the World Wide Web]. Sites that qualify would be

---

[82] Mary Meeker, *The Internet Advertising Report*, Morgan Stanley U.S. Investment Research memorandum, December 1996, p. 1-1.

allowed to display the "TIP" (Trusted Information Provider) logo.... This—the ISO 9000 of publishing—would be of awesomely high value for every information consumer on the planet."[83]

It seems unlikely, for the same freedom-of-the-press issues that frustrated Bernays' lifelong campaign to license public relations counselors, that we will soon see a "TIP" certification for web publishers. However, the convergence of the communications professions may already be happening. Whatever the new content providers of the web finally call themselves, and whatever career fields they come out of, it is clear that those who thrive in this new land will be prepared to discover new ways to communicate. They need to be well grounded both in technology and all the communications arts, but they will need most of all to be experimenters.

"Don't duplicate magazines or TV shows," Michael Wexler of the Strategic Interactive Group in Boston, Massachusetts declared, "create something new!"[84]

The problem for public relations in this new world of electronic words is that the profession has to become credible as leaders in the use of these new tools. The PR profession, like all non-technical professional communicators, has been slow to adapt to technology. They have allowed the computer systems administrators to hijack, for use in their own job descriptions, first "information," then "communications," and now "chief

---

[83] Bob Lewis, "Ferreting out human error from hoaxes on the Internet takes a twist," *InfoWorld*, March 17, 1997, p. 72.

[84] Michael Wexler, "Re: Mechanical Clicks," Issue #101, Vol. 2, June 5, 1997, post no. 4.

information officer." What better title could there be for a senior corporate PR manager than CIO? But it has been lost to the software and hardware managers. They even have their own magazine, named *CIO*.

In his book *Swim with the Sharks, without Being Eaten Alive* (1988) Harvey M. Mackay writes, before the World Wide Web was even on the radar screen:

> We're an information society, so the ability to transmit that information in an intelligent, succinct, and persuasive manner is about as valuable a skill as anyone can possess....I once knew a fellow who bounced around from one profession to another over the years, from law to politics to selling securities to publishing to advertising to writing....but he still managed a nice living.
>
> "How do you manage to jump from one thing to another like that?" I asked....
>
> "I haven't," he said. "I've always done the same thing. Sell words....Cops have a name for it. They call us 'word dinks.'"
>
> Learn to use the language. Written and spoken. Anyone who's a word dink has got it made.[85]

In an era that has lifted computer nerds to cult status, not to mention made them millionaires (and at least one billionaire in Bill Gates), perhaps it is not too farfetched to think the word dinks' turn will come next. If, on the information super highway, content

---

[85] Harvey M. Mackay, *Swim with the Sharks, without Being Eaten Alive,* 1988, p. 242

will rule, perhaps word dinks will become the rule makers, the kings of the highway. Or at least, as Harvey Mackay suggests, we'll make a good living.

Bibliography

Books

Mackay, Harvey M. *Swim with the Sharks, without Being Eaten Alive.* New York: William Morrow Company, 1988.

Gascoyne, Richard J. and Ozcubukcu, Karay. *Corporate Internet Planning Guide.* New York: Van Norstrand Reinhold, 1997.

O'Keefe, Steve. *Publicity on the Internet.* New York: John Wiley & Sons, Inc., 1997.

Periodicals

Brodwin, David, Diarmuid O'Connell and Marita Valdmanis. "Mining the Clickstream." *Upside.* Feb. 1997, 101-106.

Frentzen, Jeff. "Web rings: A novel way to get around the Net." *PC Week.* 30 Sep. 1997, 137.

Fryxell, David A. "Marketing Mania." *Link-Up.* Jan./Feb. 1996, 13-14.

Grey, Robert. "Untangling the Web." *Marketing.* 25 Jan. 1996, 25-27.

Harper, Doug. "Spinning a Web on the Internet." *Industrial Distribution.* Feb. 1996, 68.

Lewis, Bob. "Ferreting out human error from hoaxes on the Internet takes a twist." *InfoWorld.* 17 March 1997, 72.

Malone, Michael S. "Microprocessor: The First 25 Years." *Upside.* Oct. 1994.

Mosley-Matchett, J. D. "Remember: It's the *World* Wide Web." *Marketing News.* 20 Jan. 1997, 16.

Neal, Mollie. "Virtual trade shows offer real results." *Advertising Age's Business Marketing.* June 1997, 1.

Valenza, Joyce Kasman. "When you should browse instead of search." *The Philadelphia Inquirer.* 20 Feb. 1997, F3-4.

Ziegler, Bart. "Why Search Engines Don't Always Turn Up Many Web Sites." *The Wall Street Journal.* 10 Dec. 1996, B1, B6.

Online Resources

Alta Vista Search. "Frequently Asked Questions about Alta Vista." World Wide Web. http://altavista.digital.com. Accessed 15 February 1997.

Boettiger, Adam J. "How to bring the World to your Web Site." 08. (5 May 1997): E-mail report from Web Advertising '97 conference.

_____. "Introduction to Internet Advertising." *Exposure! Weekly Internet Marketing Newsletter* (1 Feb. 1997): E-mail newsletter.

_____. "Is Business-to-business the Net's Killer App?" *Online Advertising & Marketing News.* (8 Apr. 1997): E-mail newsletter.

_____. "Ready, Fire, Aim!" Text of Web Advertising '97 presentation given April 21, 1997: From archive at http://www.mmgco.com/webad97/. Accessed 5 May 1997.

CATNYP, the Catalog of The Research Libraries. World Wide Web. http://nypl.org/catalogs/catalogs.html. Accessed 4 January 1997.

Daniels, Jim. "Internet Marketing 101," *Exposure! Weekly Internet Marketing Newsletter* (10 Jan. 1997): E-mail newsletter.

Dunlap, Bill. "Preparing Your Site Strategy for Global Business," *Exposure! Weekly Internet Marketing Newsletter* (21 March 1997): E-mail newsletter.

Epage. "FAQ: How to Announce Your New Web Site." World Wide Web. http://ep.com/faq/webannounce.html. Accessed 17 December 1996.

Feng, Da Hsuan. "Re: Now that we are all comfortable with terabytes, what about teraflops?" *HUBS Memo.* (18 Dec. 1996): E-mail news list.

Frankel, Rob. "Frankel's Finding: Frequency is For Freaks." *Clickz:* World Wide Web. http:// www.clickz.com/archives/060497.html. Accessed 9 June 1997.

Glassmann, Sandra. "Re: Click Rate vs. Cost-per-click." Posting to Online Advertising Discussion List. 2.02.06 (2 Jan. 1997): Moderated e-mail list.

_____. "Re: Marketing Ideas." Posting to Online Advertising Discussion List. 2.08.05 (10 Jan. 1997): Moderated e-mail list.

Green, David. "Re: Bartering." Posting to Online Advertising Discussion List. 1.158.7 (26 Nov. 1996): Moderated e-mail list.

Hoy, Richard and Cliff Kurtzman. *Ad Bytes.* 1.13 (8 April 1997).

_____. *Ad Bytes.* 1.20 (June 8, 1997).

HPCwire Newsflash. "One teraflops broken by Sandia/Intel system." (17 December 1996): Attachment to *HUBS Memo.* (18 Dec. 1996). E-mail news list.

Janal, Daniel S. "The Internet Ushers in the Golden Age for Public and Customer Relations." *Smart Business Supersite.* World Wide Web. http://www.smartbiz.com/sbs/arts/ janl.htm. Accessed November 2, 1996.

Kurtzman, Cliff. "Re: Newsletter subscription bonanza," Posting to Online Advertising

Discussion List. 2.51.5 (17 March 1997): Moderated e-mail list.

_____. "Print Publications on Business Use of the Internet." *Tenagra:* World Wide Web. http://www.tenagra.com/books.html. Accessed 26 Nov. 1996.

Levinson, Jay Conrad. "Guerrilla Marketing Online." *Exposure! Weekly Internet Marketing Newsletter.* (7 Feb. 1997): E-mail Newsletter.

Li, Hairong. *The Internet Advertising Resource Guide*. World Wide Web. http://www.msu.edu/unit/ adv/internet-advertising-guide.htm. Accessed 2 Nov. 1996.

Mandelli, Andreina. "Re: 'Community' and the Marketplace." Posting to Online Advertising Discussion List. 1. 178.10 (12 Dec. 1996): Moderated e-mail list.

O'Keefe, Steve. "Searching Resources." *Internet Publicity Resources*. World Wide Web. http://www. olympus.net/okeefe/Pubnet/ResSearch.html. Accessed 18 Dec. 1996.

Oki Business Digital. "The New World Order?" *Social Issues.* World Wide Web. http://www. Obd.com/html/fm/SocialIssues.html. Accessed 7 May 1997.

_____. "Site Manifesto." World Wide Web. http://www. Obd.com/html/fm/SiteManifesto.html. Accessed 7 May 1997.

Sabo, Allan. "Re: Does Targeting increase CPM?." Posting to Online Advertising Discussion List. 2.29.3 (10 Feb. 1997): Moderated e-mail list.

_____. "Re: History of On-Line Advertising." Posting to Online Advertising Discussion List. 1.138.4 (11 Nov. 1996): Moderated e-mail list.

Smart Business Supersite. "Using the Internet to Build Your Business." World Wide

Web. http://www.smartbiz.com/sbs/miscprod/course6.htm. Seminar description. Accessed 2 November 1996.

Sterne, Jim. "Re: first post and some questions." Posting to Online Advertising Discussion List. 1.142.1 (14 Nov. 1996): Moderated e-mail list.

Sullivan, Danny. "Search Engine Features Chart." *Search Engine Watch*. World Wide Web. http://www. searchenginewatch.com/features.htm. Accessed 9 June 1996.

Taylor, Ray. "Re: Mechanical Clicks." Posting to Online Advertising Discussion List. 2.100.7 (4 June 1997): Moderated e-mail list.

Tchong, Michael. "Seminal thinking about an ad revolution." Posting to Online Advertising Discussion List. 1.154.3 (20 Nov. 1996): Moderated e-mail list.

Trevino, Armando. "Re: Multiple URL's." Posting to Online Advertising Discussion List. 2.27.1 (7 Feb. 1997): Moderated e-mail list.

Ward, Eric. "Re: How can I not be associated with scams?" Posting to Online Advertising Discussion List. 1.152.3 (19 Nov. 1996): Moderated e-mail list.

Wexler, Michael. "Re: Mechanical Clicks." Posting to Online Advertising Discussion List. 2.101.4 (5 June 1997): Moderated e-mail list.

Other Sources

"K-Convert registration log." From K-Tron International confidential web activity files. Accessed 30 April 1997.

Meeker, Mary. "The Internet Advertising Report." Morgan Stanley U.S. Investment Research memorandum: December 1996. Available at Morgan Stanley web site http://www. ms.com/misc/inetad/index.html. Accessed 7 May 1997.

O'Keefe, Steve. Telephone interview. 23 December 1996.

Rogers, Jane C. Undated letter to author. Mailed November 1996.

Sullivan, Danny. Telephone interview. 10 June 1997.

Thornton, Kenneth R. "Remarks at Sept 25, 1996, Congressional Briefing." Speech delivered to Congressional Briefing. Washington. 25 Sept. 1996.

Ward, Eric. Telephone interview. 7 Jan. 1997.

being administered to the Stratford School District's Staff as well as the staff members of other small surrounding districts. The results would not directly reflect the needs of the Stratford staff. At times, it would even create negative feelings among the staff, for after an inservice teachers and other staff members would not be satisfied with the inservice or even understand why they had to attend this type of inservice because it was not directly related to them or their current position.

This survey would have continued to be perceived as an adequate measure to meet the needs according to the Consolidated Grant, however after meeting with Mr. Iannette, the district's Superintendent, it was determined that the intern could develop and conduct a needs assessment survey for the Stratford staff only. A needs assessment survey directly connected to the Stratford Staff would further assist in making sure that the staff was receiving the staff development needed and wanted by the members of the Stratford Staff.

Methodology

Coming to the point of knowing exactly what was going to be created as a result of the intern's efforts was not quick in coming. There were many days during this part of the project in which the intern wondered what exactly it was that she was going to be doing for the district. Then one day, as if it had been this clear the entire time, everything seemed to be in order. The intern believes that this is the way it can be in administration. Not every decision is black and white. There are many shades of gray.

In early June when the intern began developing the proposal for the internship, she went to see Mr. Iannette to discuss if there was any way that he

could utilize the intern in the area of communication. It was discussed how broadly an area such as communication could be interpreted and it was decided that communication between the staff and the administration was crucial. Then, Mr. Iannette introduced the intern to the world of the Consolidated Grant. He showed the intern a huge binder full of regulations and rules which had to be followed in order to receive grant money according to this new format.

Mr. Iannette asked if the intern would be interested in helping with the fifth goal of the IASA LEA Consolidated Formula Subgrant Application. This goal had been written by Mr. Iannette. It stated the "Stratford School District would conduct a comprehensive needs assessment including surveys and inventories of teachers and parents and review of test scores to determine students needs that must be meet by the district to enable students to meet challenging standards" (IASA LEA Consolidated Formula Subgrant Application, 1996).

Some of the areas in the stated goal, such as parent needs assessment through other school sponsored activities and committees, were already being met by the district. Other needs, such as the analysis of students' test scores, could not be done until late spring after the students had taken the tests and they had been returned by the test taking company. Therefore, Mr. Iannette asked if the intern would be interested in developing a survey which would identify the needs of the Stratford School Staff only. The intern knew that the yearly survey the district was presently using came from the Educational Information and Resource Center and that it had not been developed solely to determine the district's needs, but the needs of the Sterling Staff.

The intern was interested in not only developing a survey which would

further meet the district's needs, but also in the Consolidated Grant overall. The intern was more than happy to be exposed to this type of program.

At this initial meeting it was determined that the intern should meet with Joe Coyne, the District Vice Principal. The intern wanted to discuss with Mr. Coyne exactly what she would be doing and then ask if he had any specific areas in which he wanted the intern to address in this survey. The intern called Mr. Coyne's secretary to set up an appointment at his convenience.

When the intern met with Mr. Coyne a few weeks later, it seemed to her that the project had been somewhat changed. This is where the area of gray comes into play. It now seemed to the intern that she was no longer solely responsible for the development of a district survey, but that she was looking for other projects to undertake. Mr. Coyne gave a couple of examples of projects that the intern could do for him such as a newsletter, or a basic skills survey aimed towards the aides. The intern began to feel overwhelmed since she was already in the process of collecting data for the district staff survey as well as beginning the other four projects. This with teaching full time and meeting with Mrs. Lucas to discuss how the day progressed and other points of interest, was beginning to seem overwhelming.

The intern decided that she needed to meet with Mr. Iannette to clarify exactly what was needed by the intern and in what time frame. She felt the need to prioritize the five projects and decide what needed to begin by when and what still needed to be accomplished. The intern discussed these feelings with Mrs. Lucas, her mentor, and she agreed that the intern should meet with Mr. Iannette to further discuss the project. She also suggested that the intern be sure to mention the other projects which she was undertaking at the Parkview School.

The intern met with Mr. Iannette again and began with asking him to please clarify exactly what he wanted the intern to do. The intern relayed the meeting with Mr. Coyne to Mr. Iannette. Mr. Iannette felt that all of Mr. Coyne's ideas were good projects, but not necessary for the intern to complete since she had opted to research and develop a new staff needs assessment tool. The intern then recognized that Mr. Coyne had been giving her other ideas as to how she could meet the fifth objective of the Consolidated Grant. Mr. Iannette and the intern decided that the most beneficial project to work upon would be the staff development survey. This way, the district would have a better instrument with which to measure the needs of the staff and the district in turn could better meet the needs of the district's students.

The next thing which needed to be decided upon was whether or not the survey should try to assess all staff needs or if it should solely focus upon the needs which could be funded through the IKE Grant. Knowing that the IKE Grant solely funded professional development in the areas of science, math and technology, the intern would then have to develop a survey which only assessed needs in these areas.

If the intern wanted to develop a survey which would access all needs, funding from other grants such as the Block Grant could be used. The intern decided that where the funding was coming from was less important than finding out the actual needs of the staff, therefore she felt that a survey which focused on all needs was more appropriate. But the intern also wanted to be sure that she included a special section on this survey solely for technology.

To begin the development of this survey, the intern reviewed the survey which had been developed and implemented by the EIRC for the Sterling School Staff. Then the intern visited the EIRC located on Delsea Drive near

Glassboro. Again she spent time reviewing surveys which were on file from other districts.

While reviewing these surveys, the intern made a running list of areas which might be applicable to assessing the needs of the district. Once the list had been established, the intern began compiling the topics in alphabetical order to be listed on the survey. The next step would be to decide how the staff should list their preferences.

The survey from Sterling had the staff members read all choices and then decide how interested they were in particular topics. Then the staff had to give the topic either a 1 or a 2. A measure of 1 meant that the staff member was somewhat interested and a 2 meant that they were very interested. If the staff member was not interested at all, the topic was to be left blank.

There were also several surveys which had staff members number all choices from one to five. A choice would receive a one if the staff member had little interest in the topic. As interest increased, so did the number issued by the staff member. The intern did not care for either of these techniques. She believed that since the district was so small, if the staff members were first narrowed down according to the area which they taught, whether it was primary or middle school, special education or specialty areas, there would be common needs.

The intern decided that the first section of the survey needed to identify the specialization of the person being surveyed. The inter made a list of all the different levels of teachers. Listed were the following titles: Preschool Teacher, Elementary Teacher K - 3, Middle School Teacher 4 - 6, Middle School Teacher 7 - 8, Special Education Teacher, Basic Skills Teacher, Teacher Aide, Specialty Area Teacher, and Child Study Team Member. The intern then added the

direction to place a check mark next to the job description which best fit the person being surveyed.

Next, the intern listed many inservice topics. As mentioned previously, during the review of different surveying techniques, the intern had listed areas of inservice which were felt to be applicable to the district and had dismissed others. The intern had also brainstormed ideas of her own as well as asked other teachers and administrators during grade level meetings, faculty meetings, and other committee meetings for ideas. Once the list was compiled and alphabetized, the intern added these to the survey.

Now, how should the staff members select from the choices listed? The intern previously described some of the ways which other surveys collected data. She still wanted to see if there would be common needs as described earlier among the similar job areas. The intern decided to ask the staff to preview the entire list of possible inservice topics and then choose five. From the five topics chosen, they were to list them in order with one being the highest priority and five being the least of their five top choices.

Since the intern knew that the district, as well as many others, had a continual thrust in the area of technology, she wanted to be sure that there was a separate section which helped distinguish specific needs in the area of technology. So next to the computer topic, an asterisk was placed along with a message to please see the next page for additional directions. At the bottom portion of the survey, which the staff would return, listed under the five choices, the staff member was to list specific needs regarding technology if they had chosen technology as one of their five choices. Again the intern expected to find common needs within common grade levels.

Once the intern had completed the development of the survey, she set it

aside for a few days. The intern wanted to allow some time before looking the survey over again in order to make changes. A few days later the intern reviewed it once more and submitted it to Mrs. Lucas for her review and suggestions. Coincidentally, the intern saw Mr. Iannette in the hallway that very same day. He asked how the survey was coming and the intern told him that the original was in Pat's office for review. The intern told him that next a copy would be forwarded to him for further suggestions.

When the intern received the original back from Mrs. Lucas, the suggestion was offered that a note be attached to the survey stating that the results from this survey would not necessarily be reflected in the March inservice since that inservice plan had already been established. The results would be used towards implementing the next series of inservices. This announcement would communicate to the staff that their voice would be heard soon and to not be disappointed if the immediate inservice did not seem to reflect their recently stated desires.

The intern agreed with this suggestion, so the next step was to write the note and attach it to the survey. The intern had Mrs. Lucas review the note and then sent copies of the survey to both Mr. Iannette and Mr. Coyne for further suggestions.

The intern received a call from Mr. Iannette stating that the survey met with his approval as it stood. It was asked if he wanted the intern to copy the survey and distribute it or if he wanted his office to handle it. He gave the intern the option and it was decided that she would handle that aspect of the survey as well.

Mr. Coyne reviewed the survey and sent the intern a note suggesting the topic of In Class Support. So the intern telephoned him to discuss the addition.

The topic was discussed and in the end it was decided that this topic would be sufficiently covered under the topic in Class Team Teaching. So the survey was left as it was originally except with the addition of the note stating when the information from the survey would be utilized.

The intern ran the copies (See Appendix G), so that there would be enough for both buildings. A due date had been established for the return of the survey. The intern had given the staff members eight school days to return the survey. The results were wanted before the second week in February, so the intern asked the staff members to return the results by the end of January.

Two days before the surveys were due, the intern placed a reminder note in the staff members' mailbox to remind them to return the survey by January 30 in the office. The intern awaited the return of the results to see if the original predictions about the common needs were true.

The responses came back in a timely fashion. As expected some staff members returned their survey responses right away while others waited until the the last minute. On January 30, the intern asked the secretaries to please hold the response envelope for two more days to accommodate any late responses.

Evaluation and Results

The intern received the envelopes from both secretaries several days later and separated the responses into piles according to job descriptions. Then the intern tallied the results by counting how many staff members had selected each topic. This was done for each group of staff members. Once the

intern had completed this, a report began to be developed for Mr. Iannette.

The report was broken up in sections. First the intern listed the group of people to which the information applied; then all of the topics which were chosen by the most staff members were listed. In the list, the intern named the number of people choosing the particular topic and the actual topic (See Appendix H for report). If the group had chosen computers as one of the inservice topics, the intern listed each particular area that was named as a possible inservice topic. This was done for each individual group.

When the report had been completed, the intern prepared a hard copy on the laser printer for the superintendent. The intern felt that she should really send a copy of this to her mentor for some constructive criticism, However, now that Mrs. Lucas was no longer in the building, the intern decided that she needed to call her to set up a time to visit her in her new district. The intern decided to wait to call until she got home since Mrs. Lucas was still being mentored in her new position. The intern assumed this would be less awkward for her mentor under the current conditions.

As expected many of the staff groups chose similar topics for inservice. However, also as the intern had suspected, the groups also chose very different topics from each other. This is one of the items which makes staff development for large groups in varying areas and specialties difficult.

The intern phoned her mentor and due to scheduling difficulties, discussion ensued over the phone. Mrs. Lucas felt that the report was well done and agreed that a cover letter should be added for clarification.

The report was sent, accompanied by a cover letter, describing the process implemented while gathering the results (See Appendix I). The intern stated in the cover letter that if Mr. Iannette felt the need for additional analysis

to please let the intern know. The intern also thanked Mr. Iannette for this opportunity to serve the district in this manner.

Summary

Acknowledging that the best way to find out what a teaching staff feels it needs in order to better deal with changes in the curricula and technology is to understand the need for assessment. Communication between the staff and the administration is imperative for necessary changes and growth to occur. The first step in going about this assessment is the development of a needs assessment survey.

During the internship, the intern was fortunate enough to have participated in several workshops leading the intern in a positive direction towards the development of a successful needs assessment survey. This survey would eventually be used to develop inservices which would coincide with funding from grants covered in the Consolidated Grant. At the culmination of this process, the intern had produced a comprehensive needs assessment survey which would assess the needs of the Stratford staff in a two building K - 8 district.

Benefits to the Intern

The intern benefited immensely from involvement in this project. First, the intern gained a deeper understanding of how a Consolidated Grant Application was written and assessed. The amount of time and energy which is put into the development process of such a grant was beyond the intern's realm

of understanding until she had actually experienced this process.

Secondly, the intern had the opportunity to research and review many forms of assessment and types of surveys designed to assess needs. Throughout this review, the intern was exposed to many different styles used to assess needs and had the opportunity to choose one which best met the needs of the district.

Finally participation in a project such as this enabled the intern to make a hypothesis about the type of responses this survey would elicit from various grade levels and specializations. Simultaneously she was able to make herself more aware of the needs within the district.

Overall the experience has introduced the intern to yet another aspect of educational administration.

Benefits to the Organization

The major benefit this district received through this portion of the internship was the culminating project which resulted in an individualized needs assessment survey designed directly to fit the needs of the staff of the Stratford School District. Stratford would no longer need to utilize a survey designed for the Sterling Staff. As a result the administration would have an instrument which would measure the staff's needs more exactly and greatly increase the chances that the administration would more adequately be able to meet their needs. Meeting the staff's needs in turn enables the teachers to better meet the needs of the children, the reason that we are all here from the very beginning!

Further Recommendations

Upon further reflection it is the hope of the intern that the district continues to assess the needs of its staff members on a continual basis. Only through careful assessment will the staff receive the training that it needs to go beyond and challenge the children of Stratford while continuing to grow professionally in order to meet their changing needs.

The intern cautions the district's administrators to remember that teachers and other staff members must not only feel as if they have been included in decisions which result in change, but actually be included in the decision making process. Gone are the days of the top to bottom hierarchy. Treat professionals as if they are professionals!

Chapter 5
Technology

Education is constantly evolving. Year after year innovations change the way in which educators function and maintain their classrooms and school facilities. Curriculum and mandated standards are imposed and possibly later modified or terminated. Many times these changes are imposed by the bureaucracy with little regard to the ways these changes will be successfully implemented or financed.

The computer revolution has been in progress for well over ten years. The basic problems for many schools remain the same: lack of resources. There are too few computers and too little software to go around. But an even more dominating problem, which will continue to effect districts regardless of the amount of money allotted for technology in the budget, or the number of computers in each classroom, is the lack of adequate teacher training.

More and more states are mandating the use of technology and the restructuring of schools to include the infusion of instructional technology processes. This need is not only being mandated but is a necessity in the corporate world. In 1995, the Department of Education in New Jersey reviewed the standards and declared in the newly adopted Core Curriculum Standards

TikTok Inc. EX1021
TikTok Inc. v. Distefano Website Innovations, LLC
IPR2025-01061
Page 84 of 146

that "all students will use technology, information, and other tools".

Schools are being forced to develop comprehensive technology plans to derive how the district would like to proceed in purchasing and installing new technology in the schools and how much money needs to be allocated to do so properly. Out of this money, districts spend less than 15 percent of their technology budgets on teacher training while spending the remaining 85 percent on equipment and software purchases. Only 6 percent of elementary schools have a full time computer coordinator for technical support (Feil, 1996). This is where districts fall short when it comes to the implementation of technology.

The majority of teachers in classrooms have been teaching for more than 15 years. These teachers developed teaching practices well before the advent of the microcomputer which is being used in the classroom today. Computers were not part of their teacher training nor were they part of their earlier educational experiences (Kinnaman, 1990). Districts must remember that although there are many people involved in developing a technology plan, it becomes the primary responsibility of the teacher to use it to its optimum capacity.

In the early 1990's there were more than two million computers in K - 12 education. There were hundreds of educational software packages available (Kinnaman, 1990). The numbers continue to grow and technology is changing faster than most educators continue to advance. The result is that many teachers feel ill-prepared to integrate technology into their classrooms successfully. Trepidation breeds resistance. Therefore if we want teachers to infuse this technology into the curriculum, districts need to invest in staff development.

Teachers are usually offered little opportunity to expand and develop their professional skills particularly in the area of technology. Many times inservices offered are given in lecture format presenting little opportunity for hands on learning and manipulation of the actual technology. Many teachers need the opportunity to play with the computer and absolve their fears of damaging the computer in some way. Hands on presentations allow teachers to become more confident in their use of computers and be more capable of exhibiting positive attitudes toward technology (Pina & Harris, 1993). In addition to being hands on, inservices need to address practical ideas for the day to day affairs of the classroom.

Furthermore, inservices need to be on going. They should be offered in short training periods throughout the year which would offer teachers time to go back and experiment with the things they have learned and discover additional troublesome areas which they would like to further explore.

According to Daniel Kinnaman, the first step to successful staff development is to invest time, money and effort to build in house expertise. Of course the cornerstone to building a successful team is to add a computer education coordinator to the school staff. This individual should be experienced in both technology and curriculum. This is considered a cost effective way to help a majority of the district's teachers make efficient use of the technology available to them (Kinnaman, 1990).

Many districts can not afford to enlist the help of a computer coordinator or constant technology workshops. An alternative is for teachers in the district who have some experience to develop their own inservice workshops geared towards the needs of their teachers (Fredericks, 1984). Large group sessions can be supplemented or replaced by smaller groups allowing for coaching and

modeling of techniques. These sessions can occur as needed by particular staff members. This method is far more useful when the district allows teachers to seek information instead of having it pushed upon them (Hurst, 1994).

The first step to a successful computer workshop is needs assessment. One must pinpoint specific needs in order to be able to address them. This is more effective than the global hit and miss approach of most presenters. Assessment of needs can be accommodated in a variety of ways. Questionnaires, surveys, face-to-face interviews, attitude scales and group meeting name just a few. Formal and informal devises should be utilized (Fredericks, 1984).

The second step includes the development of the goals and objectives. What should the participants expect to gain from attending this session. Give priority to a few selected needs derived from the needs assessment devices. Then initiate a plan of action with a workable time line remembering that the most effective workshops are on going and timely (Fredericks, 1984).

During the program, a high degree of participant involvement is necessary. Provide guided experiences and simulations. Provide opportunities for participants to expand their skills and prepare them for the future (Fredericks, 1984).

Finally, evaluation of the program should be ongoing as well. It needs to be determined if the workshops goals were met and what further needs were discovered during the inservice (Fredericks, 1984). It should be the first step towards planning the next step of the program.

Problem Statement

This is the third year of the five year technology plan in the Stratford School District. The technology plan consists of a comprehensive plan devising the way in which the two schools, Parkview and Yellin, will receive money and the ways in which it will be utilized. As time goes by needs change, money can be reduced or costs can be underestimated, and as a result as with every plan, the plan must be altered. Each year, the plan has been altered and every year when the plan is altered, the Parkview School is left out of the loop.

Computers are not purchased, we are not capable to access the internet, and the teachers are not being properly inserviced to meet their needs.

One might say, why do the teachers have to receive inservicing when they do not have the equipment. But this is where one would be incorrect, for not only have the teachers found ways to bring technology into the building on their own, but the teachers are continually asking for time to work with the computers and learn a little more about them and how to use them in their classrooms.

This is where the problem of inservicing begins.

Methodology and Planning

The intern has been directly involved with the Technology Committee since the beginning of the school year. Meetings have been attended and opinions have been offered when warranted. Over time, the intern has experienced change which fails to properly include one of the two schools in this technological revolution now taking place in the Stratford Schools.

The Parkview School has long been neglected when it comes to the purchasing of and training for the use of technology. Feeling frustrated, the teachers and principal of the building went to the Parent Teacher Organization to request money for computers and software. The principal continued to include money in the yearly budget to include the purchase of additional computers for the elementary school. Over time, the teachers and principal in conjunction with the PTO, have purchased a new Macintosh computer for almost every classroom.

However the problem of having the equipment and knowing little to do with it still existed. The district had been conducting inservice programs based on a needs assessment survey which was conducted by the Sterling High School. After having read the communication project section of this paper, one will better understand how the needs assessment survey came about and how the intern rectified the situation to better meet the needs of the teachers and staff of Stratford. However as one can probably see, when needs assessments are conducted and analyzed by another district they may not reflect the needs of another building or district's staff. This means of staff assessment resulted in teachers attending inservices which were not related to their technology needs. A perfect example would be from last year's March teacher inservice. The teachers from the Parkview building attended an inservice sponsored by the consortium of districts. Few of the workshops offered had to do with the operation of a Macintosh. Of the ones which did, the focus of the session was how to use a spreadsheet or some other obscure technique which did not meet the needs of the elementary teachers. These teacher's voices were not being heard. So much for the needs assessment!

The intern as we as everyone else was beginning to feel frustration.

Resentment began to build, for we were being left behind. Yet we knew that with the Core Curriculum Standards this could not continue.

The intern's original idea to help rectify this situation was to offer an inservice to the teachers at the Parkview School. As time went on and the intern continued researching the topic of inservices, as related to technology, different ideas began to surface. The original plan was to assess the needs of the Parkview Staff and devise a workshop to directly meet their needs. But as time continued to pass, this idea gave way to another. The intern questioned the possibility of just inservicing a small group of teachers on a continual basis.

The literature review had suggested that a better way to inservice staff was through continual sessions. This way the teachers had the opportunity to go back to their classroom and experiment over a certain period of time with the new techniques. Then the same teachers would meet again to discuss what had been learned as well as to get answers to further questions. This appeared, to the intern, a better solution.

As a result, the project changed from a one time whole group instructional period to a small group which would meet from time to time for suggestions, ideas, and instruction.

The intern decided that the most needy group of teachers were the second grade teachers. The first and third grade teachers each had one teacher at their grade level who was knowledgeable and extremely helpful to them in the area of technology. The intern was already the teacher called upon to assist the second grade teachers as well as many others in the school. Therefore the second grade teachers seemed to be the logical choice. However, a needs assessment would still be necessary.

Where did the teachers need the most help? This question as well as

many others needed to be answered through the help of a needs assessment. The intern did not want to use the hit or miss approach experienced at many of the other attended inservices. The intern decided to assess the needs based on face-to-face interviews as well as through the results of the needs assessment survey distributed and analyzed for the communication project.

Before meeting with the three second grade teachers, the intern decided to inform them that she wanted to discuss some of the specific areas in which it was felt the most assistance was needed. The intern asked them to please make a list of specific areas which needed to be covered.

The following week, the intern visited with each teacher individually and asked for their input (See Appendix J). What exactly wanted to be experienced and how would it best be accomplished?

After speaking with each second grade teacher and reviewing the technology section from the needs assessment, which the intern had devised and implemented for the district, the intern decided to pursue this portion of the project in two ways. First, the teachers would receive individualized time and secondly, the teachers would meet several times in small groups.

The first step, to meet with each teacher on an individualized basis, was much easier to accommodate. Since time was not allotted by the administration as part of the school day, it was more difficult to schedule three teachers all at the same time for any prolonged period of time. After school everyone had something to do. Therefore the intern decided to use some motivational techniques.

It was assumed that if the teacher was met on an individualized basis, and the teacher felt that a great deal was gained, he/she would be more apt to set aside additional time before or after school to continue working with the

computer.

The intern scheduled time with each teacher in order to met on an individualized basis. During this time, the intern attempted to answer any questions the teacher had, install programs, format disks, help write steps for the teachers to remember how to complete certain functions, and clean up their desktops if things had not been saved properly.

Each individual meeting was of differing time lengths. Some teachers only had certain questions he/she wanted answered and then time to work alone using this information. Many of the teachers felt more comfortable knowing that the intern was within screaming distance. It seemed that certain teachers could only deal with a certain amount of information at one time and needed time to deal with this information before being able to access additional information.

The intern became aware once more of the many differing learning styles and the accommodations which must be made in order to help each person learn to the best of their ability. Teachers are not the exception to this rule.

The teachers seemed to enjoy this individualized time and asked for more time. The intern decided to continue meeting with these teachers individually for the remainder of the school year.

The next step was to implement a small group instructional period for the second grade teachers. Through talking with these teachers, the intern learned that what the teachers were finding the most difficulty with, besides the actual workings of the computer, was the actual management of it. Only having one computer in the classroom made it difficult for the teachers to make constant use of it and feel that the children using it were not missing out on the other lessons

going on in the classroom.

It was decided that the small group time would be spent working on ways to implement one computer successfully into the classroom. A brainstorming session would ensue and the intern could share additional resources such as the book entitled, Great Teaching in the One Computer Classroom (Dockterman, 1991).

The teachers and the intern decided that meeting officially once a month individually, and once a month as a group would work well. The group meeting could occur at the end of the grade level meetings. The individual meeting could be set by the intern and the teacher involved. It was also made known that at any time, the intern would be available to assist with any problems or questions.

As time went on, the intern became the computer trouble shooter for the second grade. It was not out of the ordinary for other teachers from other grade levels to approach the intern with problems of a similar nature. As time goes on, it is the hope of the intern that many, not just one or two teachers, will be able to answer many of these questions. The intern does not feel that this time will be long in coming.

Evaluation and Results

At the close of the school year the intern intends to ask each teacher who has been assisted during the year to fill out an evaluation form. This form will ask the teacher what he/she has accomplished this year through the additional time spent with the intern (See Appendix K).

The purpose of this evaluation is two fold. First, it will allow to intern to

see how the teachers have benefited from the time spent, while allowing the teachers to recognize the amount of growth that has been made in one school year's time. Secondly, this tool will also serve to further update the district as to the technological abilities of its staff. This information alone will enable the district to make better use of its staff by knowing their strengths and weaknesses.

At this time the evaluation tool has not been utilized. It will not be distributed until the end of the school year. The actual measurement tool to be utilized is located in the appendix (See Appendix K).

Summary

The teachers of the district decided to take matters into their own hands when it came to the purchase and inservicing in the area of technology. The intern had the opportunity to spend a great deal of time working with a small group of individuals towards the advancement of technical skills.

We are members of a technology age. Educators need to be on the cutting edge of technology in order to teach these skills to the students in our classrooms. Without this ability, students will not be emerging from America's schools with the ability to function in this technological age. Furthermore, without these skills, our future leaders will not have the capability to compete with other leading nations.

It is the responsibility of the leaders of our school districts to make sure that each teacher has these abilities. Money should not be a deciding factor

when it comes to making sure that a district's staff has the tools necessary to lead our nation's youth in a positive direction. It is the continued plight of a leader to find resourceful ways to make these necessities become reality.

Benefits to the Intern

Throughout this section of the project the intern had the opportunity to work with a dedicated group of teachers. These teachers had the initiative to learn more about the area of technology. They continually gave up personal time to continue to grow in this field.

Besides working with such an outstanding group of individuals, the intern was given the opportunity to further advance her own skills in the field of technology. As every educator knows, through research and frequent practice one continues to develop and improve upon skills.

The third way in which the intern benefited was through the use of communication. By utilizing surveys and face-to-face interviews, the intern became in touch with the pulse of the teaching staff. Their feelings and fears were revealed and through time technology became more of an ally than an enemy.

The intern grew in many areas, especially in the area of leadership. The intern gained insight in the area of importance when it comes to being resourceful. Money is tight in many districts. But the answer is creativity. One has to look for ways to make change come about. The answer is not necessarily to throw money at the problem. Look internally at the staff currently in the building. Know strengths and weaknesses and capitalize upon the strengths.

Finally, hear your staff. Without listening, one does not gain knowledge. The staff must feel they are an important part of the process and that the administration has their needs and the needs of the children at heart.

Benefits to the Organization

The district of Stratford grew in the area of teacher knowledge. Every time one teacher demonstrated a new technique to another teacher, the knowledge base grew. Throughout the year, the second grade teachers made great strides in the utilization of the current technology.

The district also benefited through hearing other' s ideas as to what was needed by the staff. The needs assessment gave the district greater insight as to what was needed by the staff as well as which individuals could be called upon to help in a variety of new ways.

Further Recommendations

Upon further reflection, it is the hope that the district continues this type of teacher training. Of course during the school year, this service was rendered without a stipend paid to the intern. It would be the intern's recommendation that the three teachers, one at each grade level continue this program and perform the duties as described above. Of course a stipend should be rendered since this plan is time consuming and requires a great deal of effort. A small stipend paid to continue this program, in the intern's opinion, will go much further than bringing in a speaker demanding exorbitant fees only once or twice a school year.

Furthermore, the intern has come up with a way in which this same type of inservice can be offered without a paid stipend. However there continues to be a small cost to the district. Again this cost would be considerably less than hiring an outside speaker and at the same time give the teachers so much more in the area of technology.

The intern's idea is to inservice the teachers in the following way. Two days a month, four substitute teachers will be reserved in order to cover classes. On these mornings, the technology teacher from the grade level will have a half day to individually work with the teachers from his/her grade level. The four substitutes will cover the first grade level in the morning and then switch after lunch allowing the next grade level to meet in the afternoon. The second day will accommodate the other two grade levels.

During this time, the substitutes cover the classes, and the teachers work with technology. All of the processes discussed earlier can be met and at the same time the inservice continues to be ongoing with relatively little cost to the district. Again, utilizing in-house staff is key for the success of this program.

It is the intern's hope that the district continues this program in one of these two ways.

Chapter 6
Change

"The United States is squandering one of its most precious resources-the gifts, talents, and high interests of many of its students." This quote taken from National Excellence: A Case for Developing America's Talent, (1990) reflects the fears of many educators about the gifted and talented child.

Beginning in the 1950's, education for the gifted and talented child grew in both practical and theoretical dimensions. Many key events during this decade and the next lead schools to serve as training grounds for national interests, including increased emphasis on foreign languages, math, science and gifted education (Starko, 1990). Many schools responded to this by creating programs which specialized in gifted students and developing them to their greatest potential.

A gifted child, defined by the federal Javits Gifted and Talented Education Act, is quoted as follows:

> Children and youth with outstanding talent perform or show the potential for performing remarkably high levels of accomplishment when compared with others of their age, experience, or environment.
>
> These children and youth exhibit high performance capability in intellectual, creative, and/or artistic areas,

TikTok Inc. EX1021
TikTok Inc. v. Distefano Website Innovations, LLC
IPR2025-01061
Page 98 of 146

> possess an unusual leadership capacity, or excel in specific academic fields. They require services or activities not ordinarily provided by the schools.
>
> Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of the human endeavor.

The question ensued as to the best way in which to educate these children. One administrative arrangement to accomplish this type of education is the pull-out program. A pull-out program is defined as "the placement of intellectually gifted students in a heterogeneous classroom for most of their instruction but removing them to form a small heterogeneous class for a small part of their instruction" (Belcastro, 1987). These gifted children gather once or twice a week in these heterogeneous groups for time ranging from one to several hours. Approximately 95% of the elementary gifted programs utilize this type of pull-out program (Belcastro, 1987).

There are advantages and disadvantages to a pull-out program. According to Belcastro (1987), several advantages include: gifted students are given the opportunity to interact with both peers of their intellectual equivalence as well as their regular classmates, a smaller number of teachers can be trained to deal specifically with the gifted student, the teacher of the gifted can concentrate on research and higher order thinking skills and not basic skills, and the other children in the regular classroom can occupy more of the spotlight when the gifted children are not in the classroom.

Several disadvantages of a pull-out program include: regular classroom teachers may resent the program if these students enjoy the gifted program more than the regular class, project and lesson planning are difficult for the Gifted and Talented teacher when one week may pass between classes, it is

not a total program because it can be isolated and lacks coordination with other school programs, and the day may be fragmented for the gifted student and seen as an intrusion by the regular classroom teacher.

A successful pull-out program seeks to eliminate as many disadvantages as possible while capitalizing upon the positive attributes which such a program offers.

Subjects usually taught by the gifted program are language arts and creative writing as well as research skills, social studies, science computer skills and advanced mathematics (NJEA Review, 1991). An effective program, according to Belcastro, would integrate the themes covered by the gifted and talented program with the curriculum in the regular education classroom. Without this integration, the gifted and talented program seems fragmented and the children will see the topics in isolation. When the general education curriculum is used as a springboard for ideas and expansion, the gifted program serves less as a teacher of new basic ideas and more as a way for the students to delve deeper into subject areas.

The program should emphasize the higher order thinking skills such as Bloom's synthesizing, evaluating and evaluating. Gifted students need less time absorbing basic levels of Bloom's Taxonomy such as knowledge and comprehension levels. The program's activities should include creative and divergent thinking, productive process thinking, independent research skills and communication skills (Ganapole, 1989).

But does a child only need to be challenged once a week for only a few hours if that much time is even allotted? The answer to this question is no! A gifted program, in order for the best effects to occur, needs to be offered in every subject and be in effect every day. Most districts see the need for such a

program, yet for most, it is not financially feasible.

Funding does not only affect the amount of time in which a student spends in a gifted classroom. It also affects the program as a whole. According to a recent NJEA survey, teachers of gifted and talented students feel the need for better inservicing, better facilities, and the chance to share ideas with their peers (NJEA Review, 1991). This was according to a poll which covered every aspect of gifted and talented programs.

Many teachers of the gifted stated in the NJEA poll that that they did not have classrooms of their own. Many of these teachers teach in several locations depending on the time and or day which they were instructing students or were located in the library or media center. Although being located in the media center does have its advantages when it comes to research, the disadvantages include the loss of library time when it is closed to the rest of the school.

In terms of staff development, less than half of the teachers surveyed received special programs designed to help their teaching or inservicing to enhance their training (NJEA Review, 1991). This differs drastically with Belcastro's (1987) opinion in which he states that teachers of the gifted need to be excellent teachers who have been thoroughly trained in gifted education and are temperamentally suited to interact with these students. These teachers should also be open to change and possess a high degree of intelligence, self confidence, and be one of accepting nature.

Not only does the teacher have to be carefully selected, but so do the students. An effective program must include a rigorous identification procedure. Only the top percentage of students should be identified as gifted. This is even more important as the students get older. According to Belcastro, as gifted

students get older, the gap between their knowledge base and that of their same age peers becomes wider and wider.

Even though identification procedures differ from district to district, standardized tests and teacher recommendation is part of the selection process used in over 95% of New Jersey districts. Other factors of the selection process include parental influence, principal recommendation and classroom grades (NJEA Review, 1991).

Once these students are identified and are part of the program, six out of every ten educators assign grades for these students in their gifted classes. According to the NJEA Review, high school gifted teachers generally assigned number grades to students more frequently than elementary schools and urban programs more than suburban programs. Many programs used alternative grading systems other than number grades such as satisfactory or unsatisfactory marks, scales or check lists, indications of effort on the part of the students and parental conferences.

Problem Statement

A democratic education should mean that appropriate educational opportunities are provided for all students. This would follow to mean that students should have a program which challenges them intellectually, regardless of whether they are slow learners, average or fast learners.

The Gifted and Talented program offered by the Stratford School District no longer met the needs of the gifted students in the district. In an effort to remedy this situation, a committee was formed made up of teachers, administrators, board members, and parents to rethink and revise the program.

The amount of time spent in the program as well as the number of children actually involved in the program were two major points the committee wished to discuss and possibly change.

As part of the internship, the intern was not only to sit on the Gifted and Talented Committee as a member, but was also charged with the task of actually putting together the ideas in a written format using current technology.

Methodology

As concern for the gifted and talented child grew throughout the country, the Stratford School District developed its Gifted and Talented Program. Now many years later, the Gifted and Talented program is being reviewed once more to determine if the program adequately meets the needs of the students in the District of Stratford. Administrators, teachers, board members and parents began to question how the program was working, the amount of time the students were actually in the gifted and talented pull-out class, the number of students being identified as gifted and how the curriculum and the program were tied together. With all of these questions in mind, the administration decided that a Gifted and Talented Committee needed to be established to review, and to possibly revise the curriculum as well as the student identification procedure.

The committee included the Principal of Parkview, Mrs. Patricia Lucas, the Superintendent, Mr. Gene Iannette, the Gifted and Talented teacher, Mrs. Jeanne Stewart, two board members, Mr. Jeff Gebert and Mrs. Marianne Brumback, the library aid, Mrs. Julia DelQuadro, one parent, Mrs. Carol Mello and four regular education teachers, Ms. Diane Wilson, Mrs. Melissa Allen, Mrs.,

Grace De Santo and the intern, Ms. Renee Delargey. The committee decided to review the curriculum and later met to discuss the findings.

As the committee met, it was determined that the district identified and serviced 25 percent of the population as gifted. With percentages so great, the amount of time in which each student was serviced was approximately 45 minutes per week. The committee decided that the number of children identified as gifted needed to be reduced so that the amount of time the children received could be increased. In order to accomplish this, the standards needed to become more stringent. According to the recent literature, no more than 10 percent of the district's children should be labeled as gifted. The most ideal percentage ranging around 6 percent (Belcastro, 1987).

The committee also determined that the current Gifted and Talented Curriculum needed to be updated to fit the changes which had been made in curriculum of the regular education classrooms. Books and subject areas had changed over time, but the written curriculum had remained the same.

The Municipal Alliance, which is made up of the area's surrounding districts, had been revising curriculum for various subject areas. The Alliance had been choosing one subject curriculum per school year to be rewritten. It was decided that the Gifted and Talented curriculum would be revised by each district on an individual basis allowing districts to proceed in their own time frame. This allowed the curriculum committee, established within the district, to proceed with changes as seen fit.

In order to determine how the committee felt the program should proceed, a literature review ensued. Many members reviewed articles from various sources and curriculums from districts similar to Stratford before discussing how the program could be updated to meet the needs of the

children. The main thrust of the group was to compare how the Gifted and Talented Program compared to other programs in neighboring districts. Where the program appeared to lack, the committee would attempt to bring the program up to par and then aim to exceed other district's expectations.

The intern met with Julia DelQuadro and Jeanne Stewart, in the library of the Parkview School, over the summer to discuss ways in which the committee wanted the program to proceed. The committee's suggestions were taken and other curriculums which had been collected were reviewed and the group set out to make a program which would fit the needs of the district. The first step was to establish the goals of the district in terms of the program.

First the intern made a list of the goals which were felt necessary in a gifted program. Many of these came from the group's teaching experience as well as from reviewing goals from other gifted curriculums as well as the past Gifted and Talented curriculum. While reviewing the goals from the previous curriculum, the group recognized that several of the written goals needed to be reworded or changed entirely to emphasize higher order thinking skills. The group also decided to add several goals located during the curriculum search. Then the group began to develop specific objectives.

The remainder of this curriculum was established throughout a series of meetings with all committee members. The remainder of this methodology occurred throughout a four month time period. The intern will not break the reminder up according to when decisions actually occurred, however will attempt to portray the process in a logical fashion. It is difficult at times to list items in the time frame in which they actually occurred since a project evolves to be in a series of stages, at times which are beyond a logical written format. One may be in the middle of working on one portion when another idea forms in the

mind of the person working on the project. At this time a tangent may occur and one may begin to work on another section for a time. So for the sake of flow, the intern will relate the remaining methodology in a logical fashion, which may at times stray from the actual time frame in which the decisions occurred.

The next portion which needed to be developed were the actual parameters of the program. The committee had to describe how the program would function, which students would be included, and how they would be identified.

A major determination of the previous mentioned questions would be determined by budgetary restraints. The ideal situation would be to continue servicing the number of children whom had received service in the past as well as increase the amount of time in which they received these services. But this is not an ideal world and this being fiscally impossible was entirely out of the question. The program in the past had been consistently reduced from full day pull-out program, to a half day pull-out program, to the present 45 minute pull-out period on a weekly basis. The best the committee could hope to do would be to increase rather than decrease the amount of time spent in the pull-out program.

The committee knew that the budget would only allow for an increase in time per student if the number of children were reduced. At present the district serviced approximately 20 percent of its children as gifted. The committee decided that in order for the children to receive more time, with the budgetary dollars remaining virtually the same, would be for the program to be reduced in size. In order to do this the identification procedure would have to become more stringent.

The first step to reducing the number of children identified as gifted would

be to decide which indicators were relevant to identifying exceptional abilities and potentially gifted achievement. It was decided that all students would be considered in the process of multiple measures which would include nomination, assessment and evaluation.

In kindergarten and first grade, the children would be identified as potentially gifted students and be serviced within the classroom by the regular education teacher. The identification procedures would include a prekindergarten screening test, the Kindergarten Metropolitan test, and teacher observation and recommendation.

In grades two through six the students would engage in a pull-out program. The second and third graders would be serviced for one hundred twenty minutes per week while the fourth through sixth graders would be serviced for ninety minutes per week. These students would be identified by their standardized test scores, year end report card grades in math, reading and language, as well as through teacher and parent recommendation and observation.

Students in grades seven and eight would be identified in the same manner as the second through sixth graders, however the program would differ from the pull-out program. The seventh grade students would be the first students to participate in an independent study contract which would be guided by the Gifted and Talented teacher.

The independent contract would put the responsibility of project development and completion solely in the hands of the student. Each marking period, the students in the seventh grade would schedule time to meet with the Gifted and Talented Teacher during designated times. The students would be permitted to spend time with the gifted teacher as often as the student wished or

as time permitted. The student would also have the opportunity to gain extra credit for these assignments in various subjects by gaining teacher's signatures on the back of their contract.

The eighth grade program also differed significantly from the other grades. The eighth grade students would participate in classes offered at the regional high school, Sterling, on a daily basis. Students would begin their day at the high school before the regular school day began at Yellin. Then at the conclusion of first period, the students would go back to Yellin to resume the rest of their course load.

Now that it had been decided how the students would be identified and the type of program they would receive, it was time to determine a point system for qualification. How would the scores be measured in order to identify which children deserved to be in the program?

The committee decided, after much discussion, that in order for a student in kindergarten to score in the qualifying range, the kindergarten student must score in the 92 - 100 % range on the Slosson Readiness Test. The students must also receive at least a total score of 60 on the kindergarten teacher survey. It was also decided that the original teacher surveys would continue to be utilized.

Before the qualifying ranges could be further determined, a range needed to be established for each of the four evaluative domains: teacher recommendation, standardized test score averages, parent evaluation forms, and report card grades.

It was decided that all of the original evaluation forms for both the parents and teachers could basically remain unchanged. A few small changes were made in the actual questions which the parents and teachers were asked to use

to evaluate the children. Several questions on the surveys were considered redundant or exhibited little relevance to the task at hand. In order to keep the point system unchanged, the number of questions remained the same. Some questions were merely reworded or changed altogether to become relevant to the task at hand, as well as become socially acceptable.

These parent questionnaires and teacher surveys were designed to be send out at the end of the school year. Once the teacher surveys and parent questionnaires were returned to the GATE teacher, he/she would then gather the year end report card grades and standardized test scores. The required domains would then be reviewed, and the points would be tallied for each child.

In order to qualify, the first and second grade students would have to earn a qualifying point range of 22 - 25 points from a combination of the first, second and third domains which are teacher recommendation, standardized test scores, and parent evaluation forms respectively. The third through seventh graders had to earn a qualifying point range of 48 - 55 in a combination of the the first, second, third and fourth domains. The first through third domains remained the same with the fourth domain being report card grades.

Now that the identification procedure had been established as well as the qualifying domains, it was time to determine how the actual program would be conducted. It was the committee's feeling that the program's curriculum ought to focus on topics which were an extension of the regular curriculum taught in the regular education classrooms. In order to accomplish this, it was decided that it would be beneficial for teachers to make a list of the general topics which were covered in each of the months during the school year. It was also felt tha t it would be easier for the Gifted teacher if it was written into the

curriculum which marking period each classroom subject would be focused upon.

Since most primary teachers, in a given grade level, begin with the same reading stories, skills and topics, the committee felt it would be easiest for the GATE teacher to correlate the curriculum with the reading topics in the first marking period covering aspects of literature and the arts. This would allow for all of the students in a particular grade level to have covered much of the same areas of curriculum.

The next easiest topic to coordinate, since it is taught in a specific sequence, seemed to be mathematics. This area of study would be focused upon in the second marking period. Finally, since the teachers usually alternated not only topics but when they taught science and social studies, it was determined that these should be the last areas to be incorporated into the curriculum. Therefore, social studies would be taught in the third marking period followed by science and technology in the fourth marking period.

It was a major consideration of the committee to be certain that the curriculum coincided with the regular education in the classroom. So the list of topics covered in certain months were submitted by teachers as well as the district's approved subject curriculum to help further develop guidelines for topic exploration. A list of exploratory topics were then generated for each of the four major subject areas of literature and arts, mathematics, social studies and science and technology.

Under the curriculum topic literature and arts were listed the following topics: music, fine art, languages, media, domestic environments, creative writing, literary genre, world literatures, international cuisine, dance, performing arts, and photography. Each of the general topics were later broken down into

sub-topics. Subsequently, a list was also developed for the other curriculum topics: mathematics, social studies and science and technology.

Mathematics topics were listed as follow: number systems, measurement, banking, economics, monetary systems, currencies, navigation, investing, architecture, time and calendar systems.

Social studies topics included: mythology, folklore, magic, civilization, anthropology, geography, transportation, historic eras, cultures, holiday traditions and customs, archeology, warfare, governments, advertising, educational systems, criminal justice, law enforcement, clothing, fashion, sports, world prizes, religion, manners and etiquette and recreation and leisure.

Science and technology topics included: environment, inventions, space, astrology, astronomy, waste management, animal kingdoms, insects, chemistry, geology, weather, nutrition, agriculture, telecommunications, physics, health, and biology.

These topics would later be distributed as part of the curriculum to every teacher to be used for additional ideas towards enrichment in the classroom on a regular basis for all of the children. It was also going to be the framework for the enrichment program for the kindergarten and first graders since the enrichment was to be done within the regular classroom setting.

Now that the topics were developed and the timeframe in which they were to be covered had been established, it was necessary to determine in which ways these topics were to be actually utilized. Since gifted children need to develop independent and critical thinking skills, it only seemed natural that the student should be the originator of the idea and project development. The gifted teacher would then act as the facilitator of the project.

Each marking period, the gifted teacher would narrow the focus of the

project by introducing the marking period topic such as Literature and Arts. Then the specific topic list could be shared with the students. From this point, the students would be responsible for deciding which area they would like to pursue in terms of research and project development. One such topic could be creative writing. Then on an individual basis, the students would create a group with whom they wished to work and decide which direction they wanted to pursue with their particular project.

After much discussion, it was determined that children in grades two through six had to participate in groups of more than one child for three out of the four marking periods. One project may be done one their own, however it was not necessary to plan and complete a project individually. It was the fear of the committee that the students needed this guideline in order to ensure that the students worked cooperatively much of the time. Many of the committee members had had encounters with students, labeled as gifted, who tended to want to complete projects individually in order to avoid delegating tasks. The committee wished to avoid fostering the "if you want it done right, you have to do it yourself", mentality.

A list of modes of topic exploration were then developed to further aid the students in their decision making process. This was simply a list of ways the students could present their projects. This list was not to be considered all inclusive. It was merely a list to guide students and to act as a springboard of ideas.

Once the students narrowed their topic to a workable subject, and their groups were chosen, the gifted teacher would have the students generate a list of their goals for the project overall. Once the project was in session, each week the students would be responsible for completing a work form stating the

outcomes of the current class period and determine their goals for the following work session. In this way the teacher could keep track of each project's development while encouraging students to set short term goals. The students would be able to evaluate if their weekly goals had been met with success. Both groups, the teacher and the work group would benefit from this form of project assessment.

This would be the way in which the program would operate for all students enrolled in the Gifted and Talented Program in grades two through seven. The students in grade eight would be evaluated and assessed based on the report card grades earned in their extra course at the high school as well as their grades from the middle school.

The committee decided that an additional form of assessment needed to be added to the program. This thought occurred when the someone questioned what would happen in the event that a student was doing poorly in a regular subject during the regular school day. The committee mulled over the idea and eventually felt that a mid term grade assessment needed to be done by the teacher of the program. The next step was the development of the actual mid-term assessment format.

The format for the mid-term assessment was exceptionally easy to generate. It would merely be a form which the teacher would fill out stating the mid-term grade. At the conclusion of the form, a question was posed to the teacher so that any concerns could be mentioned about the student in general or their academic progress.

At each mid-marking period, the Gifted and Talented teacher would visit with each teacher and gather mid-marking period grades for the students in the program. If the student's averages had fallen below the established averages,

the student would be placed on warning status. The student would then have a total of one marking period, from mid-marking period to the following mid-marking period, to establish the required averages. If at the conclusion of the full marking period, the required averages had not been established, the child would be removed for the GATE Program for the remainder of the academic year. Some members of the committee felt that this measure was too harsh for such young children. Others felt that responsibility had to be learned as well as not allowing the children to fall further behind in these weak areas as the year progressed towards completion. After a lot of discussion, the warning period and possible dismissal remained in the program.

Once all of these areas had been developed, a painstaking process of word processing continued. All of these areas had been processed as they had been developed and with each change came the required revisions. However now that the committee had finally agreed on the format of the program, it was now time to actually perfect the format of the curriculum. During the final meeting with the committee, one committee member reminded us that a table of contents was necessary since the document was longer than five pages in length. The committee agreed that this should be created in order to ease the job of the reader. However upon further review of other district curriculum, it was found that none of the other documents contained a table of contents. The intern's next assignment was to now come up with an acceptable format for the table of contents. The intern located several different formats, chose one and developed the table of contents. The last two things were to make sure that all of the pages were in order and to construct a thank you to the members of the committee for the beginning of the curriculum.

Once all of this was completed, the intern gave a final copy to both Mrs.

Lucas and Jeanne Stewart to review. Once both had the opportunity to review the final document, the intern forwarded the curriculum to Mrs. Scalf, the school secretary so that she could number the pages. This she found was easier to do than have the computer paginate the pages since the document was not in a specific order in the computer and several different sections were listed under separate files.

The next step was for the Steering Committee to approve the curriculum. Mrs. Lucas contacted Mr. Dailey, the principal of Yellin and chair of the Steering Committee. She asked him to please forward a copy of the Gifted and Talented Curriculum to every member of the Steering Committee before the next Steering meeting. The reasoning behind this move was so that the members would have the opportunity to review the literature before the next meeting so a vote could be taken to adopt the curriculum before the next meeting. In the past this would not have posed a problem since Steering Committee meeting were previously held once a month. Starting with the 1996 -1997 school year, the Steering Committee meeting were only being held once every two months which would have put off the adoption for a longer period of time.

The curriculum was send to each member for review. The intern attended the meeting, which was held after school in the Yellin School, in order to answer any questions the committee had about the curriculum. There were several questions pertaining to the how the topics coincided with the curriculum in the regular education classrooms, which the intern answered without difficulty. Many of the members gave complements towards the development of the curriculum. Upon completion of the questioning period, the committee voted on the curriculum and it passed unanimously.

The final step, in which the intern would not be involved would be the

binding of the document (Document on file at the Parkview Elementary School), handled by the chair of the committee. The intern felt an immense amount of relief when this, the first of my projects, was completed. My principal as well as the rest of the committee, were pleased with the final results.

Evaluation and Results

The curriculum, at this point in time, cannot be evaluated for it has not be utilized by the Gifted and Talented teacher, other classroom teachers, or students. It would take approximately one year's time for the program to actually run its course to pin point flaws. Of course as with any change, an ongoing evaluative period must be part of the implementation. It is the hope of the intern that the GATE Curriculum Committee will continue to meet several times over the next school year, to discuss how the program was evolving and what if any changes were felt to be necessary.

As of now, the feedback on the written program is positive. All of the Steering Committee Members, as well as several parents who reviewed the curriculum, appear pleased with the direction which the program is heading. The intern is pleased with the results and looks forward to its complete implementation.

Conclusions

The intern had the opportunity to participate in a seven month project beginning with an outdated curriculum and dealing with a visionary group of individuals. The completion of this project resulted in a comprehensive and

integrated Gifted and Talented Curriculum for grades K - 8.

Benefits to the Intern

The intern as a professional has grown a great deal through this experience of actually being part of a curriculum writing team, reviewing literature on the topic of Gifted and Talented Children, and generating a curriculum from beginning to end. During every step of this process the intern was impressed with the professionalism and vision of the group of individuals with whom she had the pleasure of working.

The resulting product was a result of a collaborative effort of individuals from many aspects of the education world. The committee included teachers, administration, parents and board members in order to gain the insight of many. As a result, the intern had to interpret the vision of many and develop it into a written curriculum to meet the needs of the children in Stratford.

The intern learned to communicate her own beliefs in terms of a gifted program. Not only did the intern have to communicate these beliefs verbally to the members of the committee, but throughout the entire process of relaying this new curriculum to the teachers and the Steering Committee for adoption.

Benefit to the Organization

The Stratford School District routinely reviews, revises and implements new curriculum. Each time this process evolved, the members of the committee grew as educators in the area of effective curriculum development.

By taking the committee through these stages of development, each

member especially those whom had not been involved in the process of curriculum development, had the opportunity to give input and work with others in making a vision become a reality.

The development of the new Gifted and Talented curriculum will greatly benefit the gifted students and the teachers in the organization. The gifted students and teachers will work with a curriculum which is directly related to the current curriculum.

Future Recommendations

As with any change, evaluation must be ongoing. It is the intern's recommendation that the gifted and talented committee continue to meet on a bi-monthly basis next school year, once the program is in place, to discuss the progress of the program as well as any problems which have arisen. This bi-monthly meeting will give the curriculum writers the opportunity to make adaptations to the program.

The intern also suggested inservicing for all staff members in the area of servicing gifted students in the regular education classroom. Since the gifted children are still only involved in a pull-out program one day a week, the regular education teacher must meet their needs at all other times. Only through inservices will teachers be able to meet these needs.

Many of the teachers are excited to begin working with this new curriculum. The intern hopes to be with the district when the curriculum is formally put into place.

References

Belcastro, F. P. (1987) . The gifted in elementary school: Elementary pull-out program for the intellectually gifted boon or bane? Roeper Review, 9 (4), 208-211.

Bennett, C. W., & Eddison, A. T. (1975) . Stratford New Jersey: Friendly, growing, serving. Camden County, NJ: Borough of Stratford.

Brandt, R. (1996) . On a new direction for teacher evaluation: A conversation withTom McGreal. Educational Leadership International, 3, 30-33.

Bronowski, C., Bronowski, S. T., & Bearden, K. J. (1992) . Teacher observation forms: A new look at an old technique. NASSP Bulletin, 46, 30-31.

Bruch, L. (1994, December 12). Schools home in on a problem. The Philadelphia Inquirer, pp. B1, B2.

Conlon, R., Cummings, D., Lees, W., & Iepson, D. (1995) . Mission Statements. Stratford Board of Education.

Consolidated Application Program Training. (1996) .

Darling-Hammond, L. (1996) . The quiet revolution: Rethinking teacher development. Educational Leadership International, 3, 4-10.

Daniels, C.T., (1966) An investigation into aspects of the historical development of Stratford, N.J. Unpublished manuscript may be found in the Stratford Public Library.

Davis, E. B. (1973) . Borough of Stratford: A little corner of history. Camden County, NJ: Borough of Stratford.

Delisle, J. (1994) . National report misses some important issues for educators of gifted and talented students: Reporting on the "hows" of education would benefit all involved. Gifted Child Today, 17 (1), 32-33.

Desmond, C. F. (1994) . A national tragedy: The retreat from excellence in America. Roeper Review, 16 (4), 224-225.

Dockterman, D. A. (1991) . Great teaching in the one computer classroom.

TomSnyder Publications.

Dockterman, D. A. (1994) . Cooperative learning & technology. Tom Snyder Publications.

Early one-to-one tutoring can save at-risk younsters, (1991, May). The Executive Educator, 13(5), 7.

Engman, L. (1992) . On a roll: A successful after-school ttuoring program. Principal, 71. 24-25.

Feil, C. (1996) . Teacher, teach thyself. Learning, 24 (3), 59.

Fifer, F. L. , Jr. (1983, February) . Teacher observation: A format for systematic formative evaluation. Paper presented to The American Association of School Administrators at the Annual National Convention, Atlantic City, New Jersey.

Foyle, H. (1990). Homework and cooperative learning: A classroom field experiment. San Francisco, CA: Center for the Study of Reading. (ERIC Document Reproduction Service No. ED 350 285)

Fredericks, A. (1984) . No-fail computer workshops. Electronic Education, 4 (2), 21-22.

Ganapole, S. J. (1989) . Designing an integrated curriculum for gifted learners: An organizational framework. Roeper Review, 12 (2), 81-86.

Hornbeck, D. W. (1995) . Children achieving: Action design 1995 - 1998. Philadelphia, Pennsylvania: School District of Philadelphia.

Hornbeck, D. W. (1994, August) . A single overriding criterion to determine success. Statement presented at the meeting of the Board of Education of the School District of Philadelphia, Philadlephia, Pa.

Hunter, M. (1986) . Let's eliminate the preobservation conference. Educational Leadership International, 43 (6), 69-70.

Hunter, M. (1986) . Madeline Hunter replies: Develop collaboration; Build trust. Educational Leadership International, 43 (6), 68.

Hurst, D. S. (1994) . Teaching Technology to Teachers. Educational Leadership International, 51 (7), 74-76.

Jacovino, J. A. (1995) . What's this school reform stuff anyway? Mosaic.1(3),1-2.

James, W. H., & Sanderson, L. A. (1980). A multi-dimensional tutoring and academic counseling model: Applications and effects upon minority high school students. Baltimore, MD: Center for Research on Effective Schooling for Disadvantages Students. (ERIC Document Reproduction Service No. Ed 194 677)

Jay, T. (1983) . In-service: What you need to know before you begin. Electronic Learning 13, 90-93.

Johnston, C. A. (1992) , Empowering the organization through professional talk. Dubuque, Iowa: Kendall Hunt Publishing Company.

Keiser, P., & Sayvetz, M. (1975) . Borough of Stratford: Camden County, New Jersey 50th anniversary 1925-1975 souvenir program and historical brochure. Camden County, NJ: Borough of Stratford.

Kinnaman, D. E. (1990) . Staff development: How to build your winning team. Technology and Learning, 11 (2), 24-28.

Locke, M. (1991). Homework productivity in third grade through on-site supervision. Practicum 1 Report).

Lordon, J. (1986) . In defense of the preobservation conference. Educational Leadership International, 43 (6), 70-71.

MacGilchrist, B. (1996) . Linking staff development with children's learning. Educational Leadership International, 3, 72-75.

Manning, R. C. (1988) . The teacher evaluation handbook: Step by step techniques and forms for improving instruction. Englewood Cliffs, NJ: Prentice Hall.

Mercure, C. M. (1993) . Project Achievement: An after school success story. Principal, 73, 48-50.

New Jersey municipal data book. (1993) . Palo Alto, CA: Information Publications.

Office of Educational Research and Improvement U.S. Department of Education. (1993) . National excellence: A case for developing America's talent.

Pavan, B. N. (1986). A thank you and some questions for Madeline Hunter. Educational Leadership International, 43 (6), 67-68.

Phelps, P. H. (1993). Encouraging thoughtful teaching: Another view of the pre-observation conference. NASSP Bulletin, 77 (501), 46-49.

Pina, A. A., & Harris, B. R. (1993, November) . Increasing teachers' confidence in using computers for education. Paper presented at the annual conference of the Arizona Educational Reasearch Organization, Tucson, Arizona.

Powell, N. J. (1988) . A plan for principals: School supervision the works. NASSP Bulletin, 77 (501), 52-59.

Sahakian, P., & Stockton, J. (1996) . Opening doors: Teacher guided observations. Educational Leadership International, 3, 50-53.

Salley, C. (1982, May). Homework centers set. Interact, 10

Sayvetz, M. (1975) . An environmental history of the Stratford area. Camden County, NJ: Borough of Stratford.

Searfoss, L. W., & Enz, B. J. (1996) . Can teacher evaluation reflect holistic instruction? Educational Leadership International, 3, 38-41.

Senkowsky, S. (1994, December 4) . At homework clinic, teen tutors help peers score in school work. The Philadelphia Inquirer, pp. CH 16.

Shalvey, D. H. (1987) . How to get comfortable with 32 kids and one computer. Learning 87, 15 (9), 33-36.

Shaver, S. P. (1971). The effectiveness of tutoring underachievers in reading and writing. The Journal of Educational Research, 65, 107.

Sheley, J. F. (1984) Evaluation of the centralized, structured, after-school tutorial. The Journal of Educational Research, 77, 213-217.

Starko, A. J. (1990) . Life and death of a gifted program: Lessons not yet learned. Roeper Review, 13 (1), 33-36.

Stiggins, R. and Duke D. (1988) The case for commitment to teacher growth. Albany: Suny Series on Educational Leadership. State University of New York Press.

Survey scrutinizes gifted and talented ed. (1991, January). NJEA Review, 64 (5), 6.

Teson, C., & Bradbury S. (1990). Homework program hones study skills, improves grades. NASSP Bulletin, 74 (530), 15.

Trost, W. (1988) Evening study centers: Extending education's hours. NASSP Bulletin, 72 (510), 111-113.

van Lakerveld, J., & Netwig, P. (1996) . School-based inservice education. Educational Leadership International, 3, 68-71.

Walter, K. (1991) Chance to succeed: An after school tutorial program. A report on Project PS 61) New York, NY: Plan for Socail Excellence, Inc. (ERIC Document Reproduction Service No. ED 341 740)

Weisberg, L. (1992) . Beyond drill and practice in a one-computer classroom. The Computing Teacher, 9, 27-28.

White, K., Wyne, M. D., Stuck, G. B., & Coop, R. H. (1987) . Assessing teacher performance using an observation instrument based on research findings. NASSP Bulletin, 77 (551), 90-95.

Appendices

Appendix A

Dear Teachers,

Starting in November a Homework Club will be offered after school for students whom are having difficulty completing homework or other classroom assignments. There will be a limited number of seats available, so when recommending students, if there are several from your room whom you feel need this additional assistance, please number the recommendations with number one being the student with the most need.

Attached are several recommedation slips. Please complete and return them to me by October 29th. Children may be added to the program at a later date if it is deemed necessary and there is space available.

This club will meet once a week on Thursday immediately after school until 3:45. There will be limited space on the minibus for transportation home and it will be limited to the children whom are normally bus students. It will be necessary for all other parents to arrange transportaion for their children and walking will not be permitted.

Thank you in advance for your assistance.

Sincerely,

Renee Delargey

Appendix B

Homework Club Recommendation Form

Student's Name: _____

Teacher's Name: _____

Reason(s) for recommendation:

_____

_____

_____

Weaknesses:

_____

_____

Strengths:

_____

_____

Please check:

_____ This student is a bus student.

_____ This student walks or is driven home.

Appendix C

Dear Parents:

The Stratford Schools recognize that homework is a necessary part of a child's education. We also realize that for some students, completing assignments can be difficult and frustrating for them and you. In order to help those students here at Parkview School, we are beginning an after-school program to assist those students in second and third grade who might benefit from such a program.

This "Homework Club" will be held on Thursdays from 3:00 to 3:45 p.m. beginning on November 21, 1996. I will be working with the students to help them organize and complete their homework assignments. I will also assist them in any areas in which they are having difficulty.

Students who normally take the bus home will have mini-bus transportation on Thursday. Students who normally walk or who are driven home will have to arrange for transportation. To ensure student safety, walking home will not be permitted at 3:45 since the crossing guards are no longer on duty.

If you have any questions, please feel free to contact me at 783-2876. Otherwise please sign and return the permission slip by November 7, 1996. Thank you.

Sincerely,

Renee Delargey

Appendix D

Homework Club Permission Slip

Please return to school by November 7, 1996.

( ) I give permission for my child to participate in the Homework Club and I **will** arrange for transportation.

( ) I give permission for my child to participate in the Homework Club and he/she will be transported home on the mini-bus. (Only bus students)

( ) I **do not** wish my child participate in the Homework Club at this time.

_____ _____

Student's Name Parent Signature

_____

Grade

Appendix E

Homework Club Member Progress Form

Student Name: _____ Grade _____

Teacher Name: _____

Please mark the student's report card grades for the _____ marking period.

Reading	_____	Social Studies	_____
Mathematics	_____	Language	_____
Science	_____	Study Skills	_____

Please make a general statement pertaining to this student's homework completion rate. If possible note the number of missing homework assignments and or class assignments for this marking period.

Please return to Renee Delargey in room 2 by _____.

Appendix F

Teacher Evaluation Survey

Describe your perceptions of the person who evaluated your performance. Circle the letter closest to the appropriate descriptor.

1.	Credibility as a source of feedback	not credible	A B C D E	very credible
2.	Working relationship	adversary	A B C D E	Helper
3.	Level of Trust	Not trustworthy	A B C D E	Trustworthy
4.	Interpersonal manner	Threatening	A B C D E	Not Threatening
5.	Temperament	Impatient	A B C D E	Patient
6.	Flexibility	Rigid	A B C D E	Flexible
7.	Knowledge of technical aspects of teaching	Not Knowledgeable	A B C D E	Knowledge able
8.	Capacity to demonstrate or model improvements	Low	A B C D E	High
9.	Familiarity with your particular classroom	Unfamiliar	A B C D E	Very Familiar
10.	Experience in classrooms in general	Little	A B C D E	A Great Deal
11.	Usefulness of suggestions for improvements	Useless	A B C D E	Useful
12.	Persuasiveness of rational for suggestions	Not Persuasive	A B C D E	Very Persuasive

Appendix G

Interest Survey
for the
Stratford School District

Staff development is an integral part of the educational process and your own personal growth. In order for our district to best serve your needs, please take a few minutes to complete this survey. **Return the results to Renee Delargey by January 30, 1997.**

The following topics are areas in which inservicing may be offered. Please preview the entire list and choose five topics which interest you. Then take these five topics and list them on the attached sheet with choice number 1 being your top choice.

1. Aids
2. Alternative/Authentic Assessment
3. Art
4. Assertive Classroom Management
5. Attention Deficit Hyperactivity Disorder
6. Classroom Management
7. Classroom Teacher as a Counselor
8. Communication Styles in Conflict Situations
9. Computers (Please see next page)
10. Conflict Mediation/Peer Mediation
11. Cooperative Learning
12. CPR
13. Crack Children/Drug Affected Children
14. Creativity
15. Crisis Management
16. Critical Thinking Skills
17. Developmentally Appropriate Kindergarten
18. Discipline
19. Early Childhood
20. Self-Esteem
21. Skills for Improving Test Scores
22. Social Studies
23. Special Needs
24. Steps to Effective Instruction (ITIP)
25. Stress Management
26. Students At Risk
27. Study Skills
28. Teacher/Parent/Student Communication
29. Teaching for Long Term Memory
30. Early Warning Test
31. Gifted and Talented
32. Handwriting
33. Here's Looking at you 2000
34. Holistic Scoring
35. HSPT
36. In Class -TeamTeaching
37. Inclusion
38. Language Arts/Reading
39. Learning Stations
40. Learning Styles
41. Mainstreaming
42. Math Manipulatives
43. Math/Calculators
44. Motivation
45. Multi-Cultural Education
46. Outcome Based Education
47. Portfolios
48. Science- Hands On Activities
49. Team Building
50. Test Development
51. Time Management
52. Understanding and Using Peer Pressure
53. Vocabulary development
54. What To Do Until the Nurse Gets There
55. Whole Language
56. Writing (EWT)

Please return to the office by January 30, 1997.

Please check next to your appropriate job title:

Preschool Teacher	_____	Special Education Teacher	_____
Elementary Teacher (K-3)	_____	Basic Skills Teacher	_____
Middle School Teacher (4-6)	_____	Teacher Aide	_____
Middle School Teacher (7-8)	_____	Child Study Team	_____
Other	_____	Please Specify	_____

Please list your top five choices beginning with the topic in which you would most like to receive inservicing.

1._____

2._____

3._____

4._____

5._____

If one of the topics you chose is computers, please specifically list the type of workshop/workshops you would find the most useful.

_____

_____

Comments:

Appendix H

Interest Survey 1996 - 1997

Top choices and number of teachers selecting

Kindergarten - Grade 3

6 Learning Stations
6 Attention Deficit Hyperactivity Disorder
5 Gifted and Talented
5 Computers
4 In Class Teach Teaching
4 Crack Children and Drug Affected Children
4 Math Manipulatives
3 Students At Risk

Computer needs: Elementary use for the Macintosh; Claris intermediate; time to use software; how much memory is needed to operate software; CD Rom software and use.

Grades 4 - 6

Top choices and number of teachers selecting

3 Science- Hands on Activities
2 Creativity
2 Self-esteem
2 Steps to Effective Instruction
2 Language Arts/Reading
2 Multi-cultural Education
2 Time Management

Grades 7 - 8

Top choices and number of teachers selecting

3 Motivation
3 Understanding and Using Peer Pressure
2 Classroom Teacher as a Counselor
2 Computers
2 Critical Thinking Skills

2 Skills for Improving Test Scores
2 Social Studies
2 Math/Calculators

Computer Needs: Windows 95; Micro-words-Micro-word; Hyperstudio; inter net; ClarisWorks.

Special Education

Top choices and number of teachers selecting

5 Computers
3 Self-esteem
3 In Class-Team Teaching
2 Attention Deficit Hyperactivity Disorder
2 Crack Children/Drug Affected Children
2 Teaching for Long Term Memory
2 Inclusion
2 Learning Stations
2 Learning Styles
2 Motivation

Computer Needs: CD Rom; Understanding how much memory is needed for software use; how to increase memory; understanding how to create memory; word processing skills; Claris; using Grade Book Program.

Aides

Top choices and number of teachers selecting

3 Students At Risk
3 Teaching for Long Term Memory
3 In Class-Team Teaching
2 Crack Children and Drug Affected Children
2 Critical Thinking Skills
2 Learning Styles

Specialty Areas

Top choices and number of teachers selecting

3	Crack Children and Drug Affected Children
2	Attention Deficit Hyperactivity Disorder
2	Computers
2	Special Needs
2	Students At Risk
2	Inclusion
2	Understanding and Using Peer Pressure
2	What to do Until the Nurse Arrives

Computer Needs: Programs for Language activities; IBM; art on the computer.

Appendix I

Date: February 18, 1997

To: Mr. Iannette

Re: Survey Results

From: Renee Delargey

The following is a cumulative report based upon the finding of the Stratford Interest Survey. You will see that I have separated the teacher's requests based upon grade level or specialty area. I then took each level and tallied their specific requests and reported based upon the highest number of requests per inservice topic.

The report states the number of teachers making the request and the particular topic requested. If computers was one of the highly requested topics, I went on to list the specific topics the teachers felt were needed.

If you have any questions or need any other analysis done please let me know.

Thank you for this opportunity.

Appendix J

Questions to be asked at the face-to-face interview:

Teacher's Name: _____

Grade level : _____

1. What would you like to learn in the area of technology this year?

2. In what areas do you feel you need the most assistance?

3. How do you feel the district could best meet these needs?

Appendix K

Computer Evaluation

Conducted by Renee Delargey

Dear _____,

With the school year coming to a close I am asking each second grade teacher to take a moment to reflect upon the progress that you have made as an individual in the area of technology in particular in the use of the computer during this school year.

Please write down things that you personally have learned to do as well as ways that you have implemented the computer into your curriculum. Please be as specific as possible.

Finally, I am asking that a few brief comments are written pertaining to the nature of the program. Did you enjoy the individual sessions? Did you feel that the group sessions were helpful? What changes would you make in the program?

Please complete the attached questionnaire and return it to me by the end of May. Thank you for all of the time and effort that you have exhibited throughout the school year.

Sincerely,

Renee Delargey

Please complete and return to Renee Delargey by the end of May.

Please list any advancements that you have made personally in the area of t e c h n o l o g y :

_____

_____

_____

_____

_____

Please list ways that you have implemented the computer into the classroom curriculum:_____

_____

_____

_____

_____

Please discuss your feelings on the usefulness of the individual as well as the group sessions :

_____

_____

_____

_____

Please make any suggestions for next year:

_____

I. Risk Management

Project Objectives

A-1 To implement an after school homework club at Parkview School for grades 2 and 3 to aid children at risk and determine if there is an improvement in overall school performance.

Experiences/Processes

A-1 Review research and literature on homework clubs and the difference between school achievement before and after implementation.

A-2 Apply for funding from the Municipal Alliance to cover bussing of students.

A-3 Design a request form for teachers to recommend students for the program.

A-4 Design a parental permission slip for students to attend the program.

A-5 Establish hours and days of the club as well as arrange for bussing of students.

A-6 Design a form of assessment on student achievement to be completed monthly by the students' teachers as well as the club monitor.

A-7 Chair a meeting to discuss findings of study and seek recommendations.

Professional Competency Objectives

A-1 Develop effective oral and written communication skills.

A-2 Gain knowledge in the area of funding.

Organizational Competency Objectives

A-1 Develop and promote co-curricular activities which support school goals.

A-2 Identify potential support services to enhance student performance.

A-3 Apply effective strategies for assessing school programs.

A-4 Apply effective strategies for assessing students.

A-5 Plan and conduct an effective meeting.

Evaluation Mode

An evaluation instrument will be completed by the teachers of students directly involved with the club.

II. Evaluation

Project Objectives	Experiences/Processes	Professional Competence Objectives
A-1 To prepare and conduct three lesson observations and conferences.	A-1 Review literature on observation techniques. A-2 Select three different teachers from grades 1-3 to observe. A-3 Arrange a mutually agreed upon time for a pre-observation conference and observation with the teachers. A-4 Observe each of the teachers for one full lesson. A-5 Review observation notes and plan for post-conference observation. A-6 Conduct post-observation conference with each of the teachers.	A-1 To develop effective observation skills. A-2 To develop effective conferencing skills with professional staff outside the intern's field of expertise. A-3 To listen actively and respond appropriately to ideas and opinions of others. **Organizational Competency Objectives** A-1 Create a school climate which encourages optimum performance of teachers and staff. A-2 Use effective observation, conferencing and appraisal techniques to enhance quality of instruction. **Evaluation Mode** Teachers will complete an end of the evaluation effectiveness slip to determine the effectiveness of intern's conferencing skills.

Project Objectives

A-1 To conduct a comprehensive needs assessment including surveys and inventories of teachers and parents and review of test scores to determine student needs that must be met by the district to enable students to achieve challenging standards.

Experiences/Processes

A-1 Review literature on needs assessment and surveying instruments.

A-2 Meet with the Vice Principal to determine instruments which will be used to survey teachers and parents.

A-3 Meet with the Vice Principal to determine a timeline in which the surveys must be returned.

A-4 Meet with the Vice Principal to review test scores.

A-5 Utilize grade level committees and Steering Committee to determine needs of the district.

Professional Competency Objectives

A-1 Develop effective communication skills.

A-2 Gain knowledge in the area of needs assessment.

A-3 Gain knowledge in the area of surveying.

Organizational Competency Objectives

A-1 Involve the community appropriately in assessing progress towards achieving school goals.

A-2 Involve the staff appropriately in assessing needs of the district.

Evaluation Mode

Review comprehensive needs assessment data including surveys, inventories, test data and minutes from committees.

IV. Technology

Project Objectives

A-1 To conduct a needs assessment at Parkview by use of a survey to sponsor a workshop on the use of the computer in the classroom.

Experiences/Processes

A-1 Review current literature on the one computer classroom.

A-2 Conduct a survey to determine needs of the staff.

A-3 Devise an agenda to be covered in the workshop.

A-4 Arrange a time for the workshop to be conducted in the Yellin School computer lab.

A-5 Prepare the presentation on the one computer classroom.

A-6 Inservice the staff.

Professional Competency Objectives

A-1 Gain additional knowledge in the field of technology.

A-2 Plan and conduct an effective workshop.

Organizational Competency Objectives

A-1 Create opportunities for staff professional development exercises.

A-2 Create a school climate which encourages optimum performance of staff.

Evaluation Mode

An evaluation instrument will be completed by staff members to determine effectiveness of the inservice.

Project Objectives

A-1 To become the Parkview representative with the purpose of developing and proposing changes in the Gifted and Talented curriculum.

Experiences/Processes

A-1 Review history, research and literature on Gifted and Talented Programs.

A-2 Gather information from other schools on their Gifted and Talented programs.

A-3 Survey teachers to gather input on the curriculum changes.

A-4 Attend district meetings to review gathered information.

A-5 Write curriculum for the program.

A-6 Present curriculum to the school board for approval.

Professional Competency Objectives

A-1 To develop effective communication skills.

A-2 To develop leadership skills in a collaborative group.

A-3 To develop knowledge in curriculum development.

Organizational Competency Objectives

A-1 To apply principles of effective curriculum development.

Evaluation Mode

Intern will complete a self evaluation after every meeting . Group will complete a checklist after every third meeting. Results will be used to plan future meetings.

Biographical Data

Name:	Renee Krystyn Delargey
Date and Place of Birth:	August 28, 1997 Upper Darby, Pennsylvania
High School:	Trition Regional High School Runnemede, New Jersey
College:	Glassboro State Glassboro, New Jersey
	Bachelor of Arts Elementary Education 1991 - Certification K - 8
Graduate School:	Rowan University Glassboro, New Jersey
	Master of Arts in Educational Administration New Jersey's Principal Certification New Jersey's Supervisory Certification
Present Position:	Teacher Parkview School Stratford, New Jersey