



LGF Wireless Learning Teacher Survey

LGF Wireless Learning Teacher Survey June, 2009

As you may already know, the Frederick Middle School is participating in a Boston College research study on the effects of computers on teaching and learning. In a moment you will take a survey concerning your use of educational technology, and your opinions and attitudes regarding technology in schools. All survey responses will be kept entirely anonymous and confidential with no identifying information appearing in any form. Please answer each question as best as you can by selecting the radio button next to the appropriate response choice. Your participation in this study is critical and we greatly appreciate your time and effort.

Please provide your name:

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1. What grade levels do you currently teach? (mark all that apply)

- 6
- 7
- 8

2. What subject areas do you currently teach? (mark all that apply)

- Humanities
- Social Studies/History/Geography
- Science
- English/Language Arts
- Math
- Other:

3. Which Academy do you teach in? (mark all that apply)

- Academy One
- Academy Two
- Academy Three
- Academy Four

4. How many years have you taught throughout your career?

- Less than 1 year
- 1-2 years
- 3-5 years
- 6-10 years
- 11-15 years
- More than 15 years

5. How many years have you taught at the Frederick Middle School?

- Less than 1 year
- 1-2 years
- 3-5 years
- 6-10 years

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6. How many computers (including a school-issued laptop) do you now have at home?

- No computer at home
- 1 computer
- 2 computers
- 3 or more computers

7. What type of Internet connection do you have at home?

- I don't have an Internet connection at home.
- Dial Up/Modem
- DSL or high speed cable
- Other:

8. On a typical school day how many minutes would you say that you spend using a computer **at home**?

9. On a typical day when you don't have school (weekend, vacation, etc.) how many minutes would you say that you spend using a computer **at home**?

10. Overall, how well prepared do you feel to use technology for classroom instruction?

- Not at all prepared
- Somewhat well prepared
- Moderately well prepared
- Very well prepared

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11. How many of the following technology devices do you have access to?

Please report the number for each category that you currently have access to:

<input type="text"/>	Desktop computers in my classroom
<input type="text"/>	Laptop computers in my classroom
<input type="text"/>	LCD Projector/Computer Projection System in my classroom
<input type="text"/>	CPS "clicker" system
<input type="text"/>	Digital Camera (include both still and video)
<input type="text"/>	Printer(s) in my classroom
<input type="text"/>	SmartBoard in my classroom

12. How easy is it for you to access technology resources when you want to?

	Very Easy	Somewhat Easy	Somewhat Difficult	Very Difficult	Not Applicable
Present information to the class using a LCD projector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have <u>some</u> of your students use computers in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have <u>all</u> of your students use computers in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use technology to help meet needs of special needs kids	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use technology for communicating with parents/guardians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Differentiate instruction for your class using technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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13. What % of your current students are classified by the school as "Special Education":

14. During the course of the school year, how often do you have your entire class use computers in class?

- Never
- Once or twice a year
- Several times a year
- Several times a month
- Weekly
- Several times a week
- Everyday

15. During an average day, please estimate the percent of your students that are typically "engaged" in your class:

16. During an average day, please estimate the percent of your students that are typically "on task" during your class:

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17. Indicate how much you agree or disagree with each of the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree
Students create better-looking products with computers than with other traditional media.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students interact with each other more while working with computers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology helps students grasp difficult curricular concepts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students work harder at their assignments when they use computers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology makes the management of my classes' assignments and projects easier.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology makes the management of my students' grades easier.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Agree	Agree	Disagree	Strongly Disagree
Students are more willing to write second drafts when using a computer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are more likely to remain on-task if they are using computers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are more likely to plagiarize or cheat with computers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students develop a deeper understanding of the subject material when using a computer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are more engaged when they used computers in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology allows students to take too many short cuts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students can <u>not</u> assess the validity of Internet resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are <u>unable</u> to distinguish authenticity/trustworthiness of the Internet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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18. Indicate how much you agree or disagree with each of the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree
Students are able to manage their own learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I assign simple problems with clear answers to make sure they are accessible to my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The energy in the classroom can be difficult to manage.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often assign long term projects (more than one week to complete).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Often too many students need my help at the same time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The curriculum and activities are driven by a textbook.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students have a variety of up to date resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. Think about your average class. Please provide an estimate for the percent of time in your typical classes where:

	Percent of Time
Students work collaboratively in pairs or groups.	<input type="text"/>
Students work individually.	<input type="text"/>
Students can pursue their own interests related to a broad topic area.	<input type="text"/>
Student present information or a topic to the rest of the class.	<input type="text"/>
You use a computer to present information to your class.	<input type="text"/>
Students use a computer in class.	<input type="text"/>

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20. Think about your professional development experiences this year. Please fill in the number of times that you participated in each of the following PD activities as well as your overall satisfaction with the experience:

We recognize some of these categories may overlap, please respond to each item individually.

Frequency of Participation:

		Very Satisfied	Somewhat Satisfied	Not Satisfied
<input type="text"/>	LGF-Net Tools/ClassDrive Training Sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>	Academy-based professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>	Workshops and seminars run by school personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>	"Out of the box" training session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>	Workshops and seminars run by LGFPMS staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>	Conferences related to education technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>	Release time for individual professional development related to technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>	Release time for department, LGFPMS, or grade level planning related to technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>	Online or web-based technology related professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>	Professional Development focusing on curriculum integration (Model Lessons, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>	Coaching sessions with integration specialist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>	Bagels and Laptops Session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Which professional development opportunities (that you have personally attended) have been most useful for you and your teaching (and why)?

22. What professional development offerings would you like to see offered in the future?

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24. During the past school year, how often did you use a computer to communicate (email, etc.) with:

	Never	Once or twice a year	Several times a year	Several times a month	Several times a week	Every day
Other teachers in my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other teachers beyond my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My Academy leader/administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students' parents/guardians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Empty rectangular text input box.

25. During the past school year, how often have you asked your students to produce the following using technology:

	Never	Once or twice a year	Several times a year	Several times a month	Several times a week	Every day
Reports and term papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multimedia projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Web pages, web sites, or web-based publications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pictures or artwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stories or books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graphs or charts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Videos or movies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Empty rectangular text input box.



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26. During the past school year, how frequently have your students used a computer in your class to:

	Never	Once or twice a year	Several times a year	Several times a month	Several times a week	Every day
Communicate using email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Complete a homework assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keep track of dates and schedule/calendar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take notes in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work collaboratively with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use peripherals (digital camera, probes, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research a topic using the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Takes quizzes or tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use Study Island	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Download or watch streaming video	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never	Once or twice a year	Several times a year	Several times a month	Several times a week	Every day
Use achieve.org	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use FOSS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create or reply to a blog	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a dropbox to transfer files or information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze digital content for bias/validity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use netTREKKER search engine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Submit assignments electronically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use electronic plan book/organizer/calendar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Play educational games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use Lexia/System 44	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use ReadAbout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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27. During the past school year, how often do you...

	Never	Once or twice a year	Several times a year	Several times a month	Several times a week	Every day
Conference with colleagues about student achievement and goals using data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conference with colleagues about lessons and lesson planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborate with other teachers in your school on lesson design, planning and development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post student grades online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborate with other teachers beyond your school on lesson design, planning and development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in online/distance learning opportunities focused on content knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in online/distance learning opportunities focused on instructional practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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This section includes more detailed questions about the subjects you chose in Question 2.

Math

How often do you perform the following in class:

	Never	Once or twice a year	Several times a year	Several times a month	Several times a week	Every day
Have your students access the Internet for research?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use technology to help students understand number sense and operations (including decimals, fractions, percentages, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use technology to help students extend, represent, analyze, and/or generalize patterns with tables, graphs, words, and/or symbolic expressions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use technology to help students understand geometry?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use technology to help students understand measurement issues (ex. conversion of scales via formulas)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use technology to help students understand data analysis, statistics and/or probability?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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English Language Arts

How often do you perform the following in class:

	Never	Once or twice a year	Several times a year	Several times a month	Several times a week	Every day
Have your students access the Internet for research?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have your students compose text using a computer?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have your students edit their written work using a computer?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use technology to further students' acquisition and understanding of new vocabulary?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use technology to further students' knowledge and correct usage of Standard English grammar?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use technology to help students understand different language styles of the world?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use technology to help students understand genre and/or themes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use technology to help students understand fiction, non-fiction, or poetry?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use technology to help students understand style and language?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use technology to help students understand myth, traditional narrative, classical literature, and/or dramatic literature?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Social Studies

How often do you perform the following in class:

	Never	Once or twice a year	Several times a year	Several times a month	Several times a week	Every day
Have your students access the Internet for research?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use technology to help students understand historical facts and ideas?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use technology to help students understand civics and government?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use technology to help students understand economics?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use technology to help students understand geography?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Science

How often do you perform the following in class:

	Never	Once or twice a year	Several times a year	Several times a month	Several times a week	Every day
Have your students access the Internet for research?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use technology to help students understand earth and space science?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use technology to help students understand life sciences (biology)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use technology to help students understand chemistry?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use technology to help students understand physics?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use technology to help students understand technology/engineering?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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If you currently teach a subject other than ELA, Math, Science or Social Studies, please provide up to three examples of how you use instructional technology with your students in the space below:

Your Subject Area: _ANSWER_Q4_

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28. How many *Tech Goes Home* sessions have you taught?

- None
- One session
- Two sessions
- Three or more sessions

29. Think about your students who have participated in the *Tech Goes Home* (TGH) Program. In the space below please indicate how much you agree or disagree with each of the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree
I have noticed increased school participation from TGH families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a closer relationship with TGH families because of the TGH program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have improved communication with TGH families because of the TGH program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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30. To what extent do you agree or disagree with the following statements about 1:1 computing:

	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree
My students have benefited greatly from their participation in the 1:1 laptop program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teaching has improved as a result of the 1:1 laptop program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The impacts of any 1:1 computing program may take many years to be fully understood	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased technical support could have improved the effectiveness of the laptop program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased curriculum support could have improved the effectiveness of the laptop program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree
I would encourage other Massachusetts middle schools to adopt 1:1 computing programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The consider costs and expenses associated with 1:1 laptop programs are not justified based on my experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The laptop program has positively impacted my student's academic performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
he laptop program has positively impacted my students in non-academic ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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31. Please indicate below the effect you think the laptop initiative had had on students in the following areas:

	Declined	No Effect	Improved
Participation in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation for class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engagement/Interest level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work in groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to retain content material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interaction with teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interaction with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of student writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student peer review in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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For more information on the LGF Evaluation please visit www.inTASC.org

Thank you



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