PRINCIPAL SURVEY

Study of Educational Technology
332 Campion Hall
Boston College
Chestnut Hill, MA 02467

1. How many years have you been at your current school?
   - ◯ Less than 1 year
   - ◯ 1-2 years
   - ◯ 3-5 years
   - ◯ 6-10 years
   - ◯ 11-15 years
   - ◯ More than 15 years

2. Have you ever taught in an elementary, middle, or high school setting? (More than one category may apply)
   - ◯ Yes, in this school district
   - ◯ Yes, in another school district
   - ◯ Yes, within the last five years
   - ◯ No, I have never taught

3. Please mark the appropriate range for your age.
   - ◯ 20-30
   - ◯ 31-40
   - ◯ 41-50
   - ◯ 51-60
   - ◯ 61+

4. How do your school's results on the MCAS compare to those of other schools in your state?
   - ◯ Above Average
   - ◯ Average
   - ◯ Below Average

5. How valuable do you think the following equipment might be for classrooms in your school, whether or not your school has it?

	Very valuable	Somewhat valuable	Not Very valuable
A telephone with an outside line in each classroom	◯	◯	◯
Internet access in each classroom	◯	◯	◯
4 desktop computers in each classroom	◯	◯	◯
4 wireless laptops in each classroom	◯	◯	◯
One desktop computer for each student in a lab	◯	◯	◯
One wireless laptop for each student in each classroom	◯	◯	◯
Digital camera for the classroom	◯	◯	◯
One classroom printer	◯	◯	◯
Multiple classroom printers	◯	◯	◯
TV monitor with VCR	◯	◯	◯
LCD projector/computer projection system	◯	◯	◯
A Palmpilot for each student	◯	◯	◯
A portable writing device (e.g. Alphasmart) for each student	◯	◯	◯
A desktop computer teachers can access in their classroom	◯	◯	◯
A laptop for teacher use	◯	◯	◯
A Palmpilot for teacher use	◯	◯	◯
Overhead Projector	◯	◯	◯

6. How important have computers been in your school related work?

	Very Important	Somewhat Important	Not Very Important	Didn't Work in School Then
This year	◯	◯	◯	◯
Three years ago	◯	◯	◯	◯
Five years ago	◯	◯	◯	◯

7. Relative to all of your goals for your school, how much emphasis do you place on the integration of classroom technology?
   - ◯ Heavy emphasis (One of my most important agenda items for the school)
   - ◯ Some emphasis
   - ◯ Little emphasis (I have many more pressing agenda items for my school)
   - ◯ No emphasis

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8. For how many years have you had:

	Never	1 year	2-3 years	3-4 years	5-6 years	7 + years
A computer in your office?	○	○	○	○	○	○
An Internet connection in your office?	○	○	○	○	○	○
A computer at home?	○	○	○	○	○	○
An Internet connection in your home?	○	○	○	○	○	○

9. How many years ago, if at all, did you first use computers in the following ways?

	Never	1 year	2-3 years	3-4 years	5-6 years	7 + years
Communication with school staff via email	○	○	○	○	○	○
For your own work; writing documents, administrative software	○	○	○	○	○	○
For your personal activities; personal email, web-surfing	○	○	○	○	○	○
Presentations to school or outside community	○	○	○	○	○	○

10. How often do you, as principal, regularly email...

	Never	Couple times per year	Couple times per month	Weekly	Daily
Teachers	○	○	○	○	○
Administrative Staff	○	○	○	○	○
Students	○	○	○	○	○
Parents	○	○	○	○	○
Principals in other schools	○	○	○	○	○

11. In some schools, the general curriculum is developed within each separate classroom. In other schools the district develops the curriculum.

Where does your school fit today?		Where was your school 5 years ago?
○	**teacher flexibility**	○
○		○
○		○
○		○
○	**district control**	○

12. With my school, we are currently integrating technology into instructional activities as much as we need to:
   - ○ Strongly Disagree
   - ○ Disagree
   - ○ Neither Agree nor Disagree
   - ○ Agree
   - ○ Strongly Agree

13. How strongly does your community advocate for the presence and use of technology in your schools?
   - ○ not at all
   - ○ weakly
   - ○ moderately
   - ○ strongly

14. How often do you model uses of technology?
   - ○ Never
   - ○ Rarely
   - ○ Sometimes
   - ○ Often/Daily

15. How much flexibility do you and other school level leaders have in determining which types and how much technology is purchased for your school?
   - ○ none
   - ○ minimal
   - ○ moderate
   - ○ strong

16. Does your school have a budget for technology expenditures in the following areas over which you or someone else in your school has sole discretionary authority?

	Yes	No
Hardware	○	○
Software	○	○
Computer supplies (print cartridges, paper, disks etc.)	○	○
Professional Development	○	○

17. Within your district, how equitable is student USE of computers.

	Very Equitable	Mostly Equitable	Somewhat Equitable	Not Equitable
Within different elementary schools	○	○	○	○
Within different middle schools	○	○	○	○
Within different high schools	○	○	○	○
For different achievement levels	○	○	○	○
For different gender	○	○	○	○
For different race	○	○	○	○
For different SES	○	○	○	○
For differing primary languages	○	○	○	○

18. Rate the extent to which each of the following influence decisions about technology in your school:

	Strong Influence	Moderate Influence	Minimal Influence	No Influence
All Teachers	○	○	○	○
Teachers perceived as technology leaders	○	○	○	○
State Department of Education	○	○	○	○
Technology Director	○	○	○	○
Other Principals	○	○	○	○
Superintendent	○	○	○	○
Community	○	○	○	○
Industry	○	○	○	○

19. As of today, rate the degree of success your school has had in implementing each of the following:

	Not Successful	Moderate Success	Very Successful
Technical Professional Development (*How to operate a computer/software*)	○	○	○
Integrating Technology into the Curriculum	○	○	○
Providing Technical Support (*fixing computers*)	○	○	○
Providing Access to Hardware	○	○	○
Providing Access to Software	○	○	○
Providing Network Services	○	○	○

20. Rate how much each of the following conditions provide an obstacle for making more effective use of technology in your school.

	Not An Obstacle	Minor Obstacle	Major Obstacle
Lack of computers in the classroom	○	○	○
Difficult for teachers to access computers in labs and/or library	○	○	○
Do not have enough computers for all of the school's students	○	○	○
Professional development prepares teachers to use software that is not available in my school	○	○	○
Prof. dev. prepares teachers to use technology in the classroom but does not offer time to "practice"	○	○	○
Insufficient or inadequate software	○	○	○
Insufficient or inadequate support on how to use technology in the classroom	○	○	○
Computers are too unpredictable - they crash or the software does not work right	○	○	○
Outdated computers/software available to teachers	○	○	○
Increased speed and improved technology negates teachers' previous investments in technology	○	○	○
Students lack keyboarding skills	○	○	○
Too many students in each classroom	○	○	○
The kinds of computers and software at school are different from the computers teachers use at home	○	○	○
The students lack the skill to use computers effectively	○	○	○
There is too much course material to cover in a year to make room for technology use	○	○	○
Teachers lack input into technology decisions	○	○	○
Teachers have a hard time connecting with our school's technology specialist	○	○	○
Internet is too slow	○	○	○
Teachers have no idea how the district wants computers to be used in the classroom	○	○	○
Lack of flexibility for teachers in deciding how to use computers in the classroom	○	○	○
The computer skills of students vary so widely that it's too difficult to manage computer use	○	○	○
The academic skills of students vary so widely that computers are not useful in the classroom	○	○	○

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21. When your computer has a major problem (one that requires some assistance), how long does it typically take for the problem to get fixed?
   ○ Within a day or so
   ○ Less than a week
   ○ About a week
   ○ More than a week
   ○ Unpredictable

22. If your school/district network fails, how long does it typically take to restore services?
   ○ Minutes
   ○ Hours
   ○ 1 day
   ○ 2 or more days
   ○ Weeks or more
   ○ Unpredictable
   ○ We do not have a network

23. When your teachers want to use computers with their students, how easy is it for them to find enough computers to use in a lab or in their classroom:
   ○ Always easy
   ○ Usually easy
   ○ Usually difficult
   ○ Always difficult

24. During the school day, the majority of students use computers:
   ○ In their own classroom
   ○ In another classroom
   ○ In a computer lab
   ○ In the library

25. To what extent do you consider a teacher's instructional use of technology when evaluating a teacher?
   ○ Not Considered
   ○ Minimal Consideration
   ○ Important Factor

26. Which of the following are a part of your system for evaluating teacher's instructional use of technology:
   ○ I don't have a system
   ○ I talk to students about how they use computers
   ○ I observe teachers using technology to present information or concepts to students
   ○ I observe students using technology to acquire information or learn new skills/concepts

27. To what extent has the district made (mandated) email the operating mode of communication?
   ○ Great Extent
   ○ Minor Extent
   ○ No Extent

28. Which statement best describes your school? At my school...

   ○ The technology plan is integrated within the school improvement plan
   ○ The technology plan and school improvement plan are separate
   ○ I don't know of any technology plan

29. Who in your building do you rely on for advice or ideas related to technology?
   ○ Technology support specialists
   ○ Technology teacher
   ○ One or two leading teachers

	< 20%	20-40%	41-60%	61-80%	> 80%
30. Approximately what percentage of your **students** this year:					
Have a computer at home (take your best guess if you are not sure)	○	○	○	○	○
Have a computer at home with internet access	○	○	○	○	○
31. Approximately what percentage of your **teachers** this year:					
Have a computer at home (take your best guess if you are not sure)	○	○	○	○	○
Have a computer at home with internet access	○	○	○	○	○

32. How much flexibility do principals and other school level leaders have in determining which types and how much professional development is provided for their school?

   ○ none
   ○ minimal
   ○ moderate
   ○ strong

33. Has your school obtained special grants during the last three years to support experimental programs?
- ○ Yes, but not specifically to do with technology issues
- ○ Yes, with some programs that deal specifically with technology
- ○ No

34. Do any teachers in your school object to:

	No	Yes, a few teachers	Yes, many teachers
The amount of money spent on computer technology	○	○	○
The amount of staff time spent on technology	○	○	○
The amount of required technology training	○	○	○

35. Does your district/school have a vision for instructional technology?
- ○ Yes
- ○ No

36. How closely aligned is your school's vision for instructional technology with your district's vision for instructional technology?
- ○ Our district does not have a vision that I am aware of
- ○ Our school's vision is not aligned with the district's vision
- ○ Our school's vision is somewhat aligned with the district's vision
- ○ Our school's vision is closely aligned with the district's vision

37. How aware of the vision for instructional technology are most teachers in your school?
- ○ Not aware: *most teachers in my school are not aware of the vision.*
- ○ Somewhat aware: *most teachers in my school have a rough sense of where we're headed with technology, but are not aware of any stated or formal plans.*
- ○ Aware: *most teachers in my school are familiar with the vision.*
- ○ Very Aware: *most teachers in my school are very familiar with the vision.*

38. Who is responsible for communicating the district's vision for technology? (select all that apply)
- ○ Superintendent
- ○ Curriculum Directors
- ○ Technology Director
- ○ Principals
- ○ Building Technology Specialist (s)
- ○ School Commitee

39. How important is each of the following elements in your **district's technology vision**?

	Very Important	Somewhat Important	Slightly Important	Not Important
Supporting instructional reform (e.g. attempts to increase collaboration/communication among staff)	○	○	○	○
Collecting data for administrative decision making	○	○	○	○
Managing school operations (budget, spending, purchase orders, etc.)	○	○	○	○
Improving communications among faculty and staff	○	○	○	○
Improving management of student report cards/records	○	○	○	○
Using technology to improve classroom instruction	○	○	○	○
Using technology to improve student performance	○	○	○	○
Target levels of technology (e.g. number of computers per student, number of labs)	○	○	○	○
Student proficiency in teaming, collaboration, or communication	○	○	○	○
Student proficiencies in data analysis	○	○	○	○
Increasing teacher proficiency in use of technology	○	○	○	○
To prepare students for future jobs	○	○	○	○
Improving student test scores	○	○	○	○
Promoting active learning strategies	○	○	○	○
Satisfy parent and community interests	○	○	○	○
Improving student computer skills and abilities	○	○	○	○
Improving student proficiency in research	○	○	○	○
Improving teacher productivity and efficiency	○	○	○	○

40. Which of the following best describe the daily schedule used at your school?
- ○ Flexible schedule (standard elementary school model)
- ○ 6-8 periods a day; all about 40 minutes to 1 hour in length (standard secondary school model)
- ○ Core (double periods) for certain class combinations; otherwise standard secondary model
- ○ Block schedule (double periods for whole school) for most of the day, 4-5 days per week
- ○ Other

41. What best describes the way teachers work together in your school?
- ○ Individually - each do their own thing in their own classroom
- ○ Teachers work in teams - across grade levels
- ○ Teachers work with teachers in their own grade
- ○ Teachers work within their departments

42. Which of the following best describes the learning environment in your district?
- ○ School-wide goals and/or initiatives change often
- ○ School-wide goals and/or initiatives rarely change
- ○ School-wide goals and/or initiatives are actively reflected upon for improvement

43. In school **A**, professional development focuses on the mechanics of how to use a computer or specific software. In school **B**, professional development focuses on how to use technology during classroom instruction for specific areas of the curriculum. **Which type of professional development does your school tend to focus on?**

School A				**School B**
○	○	○	○	○

44. District A attempts to assure that every classroom in every school has the same number and kind of computers in their classrooms or labs. District B distributes computers based on the usage needs such that some classrooms have minimal technology and others have abundant technology. Mark where your district lies:

District A				**District B**
○	○	○	○	○

45. In school A, teachers are free to use technology as they see fit. As a result, teachers in some classrooms use technology extensively with their students while other teachers make minimal use of technology. In school B, all teachers within a grade level or course attempt to provide students with common learning experiences with technology. Mark where your school is.

School A				**School B**
○	○	○	○	○

46. In some districts, technology standards focus on the development of student's computer proficiency and software skills. In other districts, technology standards strive to guarantee that all students receive common experiences that require them to use technology to learn specific aspects of a subject area curriculum. Select where the greatest focus of your district's technology standards is:

Common student experiences				**Technology proficiency and skills**
○	○	○	○	○

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47. In which of these <u>technology related</u> opportunities did you personally participate within the last year? (Select all that apply).

- ○ Workshops and seminars; run by an outside source
- ○ Workshops and seminars; run by district personnel
- ○ University or college course work supported by the district in whole or in part
- ○ Mentor/colleague
- ○ Attending conferences
- ○ District or school sponsored courses (over several weeks)
- ○ Online or web-based professional development
- ○ One-on-one or group training with technology staff
- ○ Release time for department or grade level planning related to technology
- ○ Release time for individual professional development related to technology

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

	Strongly Agree	Agree	Disagree	Strongly Disagree
Teachers know a lot more than students; they shouldn't let students muddle around when they can just explain the answers directly	○	○	○	○
A quiet classroom is generally needed for effective learning	○	○	○	○
It is better when the teacher - not the students - decides what activities are done	○	○	○	○
Students will take more initiative to learn when they feel free to move around the room during class	○	○	○	○
Students should help establish criteria on which they will be assessed	○	○	○	○
Instruction should be built around problems with clear, correct answers, and around ideas that most students can grasp quickly	○	○	○	○
How much students learn depends on how much background knowledge they have - that is why teaching facts is so necessary	○	○	○	○
Instruction is most effective when teachers collaborate	○	○	○	○
Students create better-looking products with computers than with other traditional media	○	○	○	○
Students' writing quality is worse when they use word processing	○	○	○	○
Computers encourage students to be lazy	○	○	○	○
Students interact with each other more while working with computers	○	○	○	○
Computers help students grasp difficult curricular concepts	○	○	○	○
Computers have weakened students' research skills	○	○	○	○
Many students use computers to avoid doing more important school work	○	○	○	○
Students work harder at their assignments when they use computers	○	○	○	○
Students are more willing to do second drafts when using computers	○	○	○	○
Technology support exists primarily "to keep the computers running"	○	○	○	○
Technology support exists primarily to help teachers integrate computers with teaching	○	○	○	○
In my school, technology is present in sufficient quantity to impact and change the learning process	○	○	○	○
In my school, most educators have significantly changed their practice through the use of technology	○	○	○	○
My school has received benefits as the result of school/community partnerships related to technology	○	○	○	○
At my school, technological resources are regularly updated and replaced	○	○	○	○
At my school, careful plans have been made for the replacement of obsolete technology on a regular basis. Processes for re-purposing older machines are in place, resulting in the maximum benefit for dollars invested.	○	○	○	○
At my school, both formal and informal communications concerning student performance are customized using technology for different stakeholders.	○	○	○	○
Technology is used in new ways to capture evidence of student performance as well as to collect and analyze data and report results	○	○	○	○

Thank You for completing our survey!

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