TEACHER SURVEY

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

Directions

Your school has been selected to participate in a statewide study of educational technology. This survey asks questions about your use of computers both in and outside of school.

In this survey we use the term "technology" to refer to computers or computer-related devices (such as LCD projectors, Palm Pilots, etc.).

- **Use only a No. 2 pencil**
- Do not use ink, ballpoint, or felt tip pens
- Make solid marks that fill the response completely
- Erase cleanly any marks you wish to change
- Make no stray marks on this form

CORRECT: ●
INCORRECT: ⊘ ⊠ ⊖ ◐

1. What are the first four letters of your last name?

   A A A A
   B B B B
   C C C C
   D D D D
   E E E E
   F F F F
   G G G G
   H H H H
   I I I I
   J J J J
   K K K K
   L L L L
   M M M M
   N N N N
   O O O O
   P P P P
   Q Q Q Q
   R R R R
   S S S S
   T T T T
   U U U U
   V V V V
   W W W W
   X X X X
   Y Y Y Y
   Z Z Z Z

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

3. 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

4. What is your gender?
   - Female
   - Male

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

6. How do your school's results on the state-mandated test compare to those of other schools in your state?
   - Above Average
   - Average
   - Below Average

7. With my class(es), I am currently using technology during instruction as much as I would like.
   - Strongly Disagree
   - Disagree
   - Neither Agree nor Disagree
   - Agree
   - Strongly Agree

8. What subjects do you currently teach? Please mark **ALL** that apply.
   - I am a Department Head
   - All (Elementary Education)
   - English/Language Arts
   - Math
   - Social Studies/Geography/History
   - Special Education
   - Science
   - Librarian
   - Foreign Languages
   - Technology Education
   - Music/Arts
   - Other

9. What grade level(s) do you currently teach? Please mark **ALL** that apply.
   - Kindergarten
   - 1
   - 2
   - 3
   - 4
   - 5
   - 6
   - 7
   - 8
   - 9
   - 10
   - 11
   - 12

PLEASE DO NOT WRITE IN THIS AREA

SERIAL

3/8" SPINE PERF

10. How often do you use each of the following devices in your classroom?

	Never	Less than once per week	Once per week	3 times a week	Daily
LCD projector/Computer Projection System	○	○	○	○	○
TV monitor/VCR	○	○	○	○	○
Scanner	○	○	○	○	○
Digital Camera	○	○	○	○	○
Overhead Projector	○	○	○	○	○

11. During classtime, how often did students perform the following activities this year?

	Never	Once or twice a year	Several times a year	Several times a month	Several times a week
Students work individually on school work without using computers.	○	○	○	○	○
Students work individually on school work using computers.	○	○	○	○	○
Students work in groups on school work without using computers.	○	○	○	○	○
Students work in groups on school work using computers.	○	○	○	○	○
Students perform research or find information without using a computer.	○	○	○	○	○
Students perform research or find info. using the internet or CD ROM.	○	○	○	○	○
Students use a computer or portable writing device for writing.	○	○	○	○	○
Students use a computer to solve problems.	○	○	○	○	○
Students learn keyboarding skills.	○	○	○	○	○
Students use a computer to play educational games.	○	○	○	○	○
Students use a computer to play games for fun.	○	○	○	○	○
Students present information to the class without using a computer.	○	○	○	○	○
Students present information to the class using a computer.	○	○	○	○	○
Students use a spreadsheet/database to record, explore or analyze data.	○	○	○	○	○
Students use probes (e.g., thermometers, etc.) attached to a computer.	○	○	○	○	○
Students use email to consult with "experts."	○	○	○	○	○
Students use computers to communicate with students in other schools.	○	○	○	○	○
Students do a project or paper using a computer outside of classtime.	○	○	○	○	○

12. How often did you perform the following?

	Never	Once or twice a year	Several times a year	Several times a month	Several times a week
Use a computer to deliver instruction to your class	○	○	○	○	○
Record student grades using a computer	○	○	○	○	○
Prepare or maintain IEPs using a computer	○	○	○	○	○
Adapt an activity to students' individual needs using computers	○	○	○	○	○
Make handouts for students using a computer	○	○	○	○	○
Create a test, quiz or assignment using a computer	○	○	○	○	○
Perform research and lesson planning using the internet	○	○	○	○	○
Email to teachers in my school	○	○	○	○	○
Email communication with school and district administration	○	○	○	○	○
Email to student's parents	○	○	○	○	○
Create web-quests or build the internet into a lesson	○	○	○	○	○
Create and maintain web pages	○	○	○	○	○

13. How often do you ask 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
Reports and term papers	○	○	○	○	○
Multimedia projects	○	○	○	○	○
Web pages, web sites or other web-based publications	○	○	○	○	○
Pictures or artwork	○	○	○	○	○
Stories or books	○	○	○	○	○
Graphs or charts	○	○	○	○	○
Videos or movies	○	○	○	○	○

242473 - 1/2

14. 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 classroom?	○	○	○	○	○	○
An Internet connection in your classroom?	○	○	○	○	○	○
A computer at home?	○	○	○	○	○	○
An Internet connection in your home?	○	○	○	○	○	○

15. How many years ago did you first use computers in the following ways?

	Never	1 year	2-3 years	3-4 years	5-6 years	7+ years
Require students to complete assignments using a computer	○	○	○	○	○	○
For your own work; grading, handouts, transparencies	○	○	○	○	○	○
For other activities; personal email, word processing, web-surfing	○	○	○	○	○	○
For instructional purposes in your classroom	○	○	○	○	○	○

16. Indicate how many of the following devices you have access to and how often you use these devices:

	How many?						How often used?				
	0	1	2	3-5	6-7	8+	Never	Daily	3 X's a week	Once per week	Less than weekly
Desktop computers in your classroom	○	○	○	○	○	○	○	○	○	○	○
Desktop computers in the lab/media center	○	○	○	○	○	○	○	○	○	○	○
Desktop computers in the library	○	○	○	○	○	○	○	○	○	○	○
Printer in your room	○	○	○	○	○	○	○	○	○	○	○
Laptop computers permanently in your classroom	○	○	○	○	○	○	○	○	○	○	○
Shared laptop computers	○	○	○	○	○	○	○	○	○	○	○
Alphasmarts in your classroom	○	○	○	○	○	○	○	○	○	○	○
Alphsmarts that are shared by other teachers	○	○	○	○	○	○	○	○	○	○	○
PDAs (Palm Pilots)	○	○	○	○	○	○	○	○	○	○	○

17. Which of the following do you have available to you?

18. How valuable do you think the following equipment might be for your teaching, whether or not you are currently using it?

Select all that you have		Very valuable	Somewhat valuable	Not Very Valuable
○	A telephone with an outside line in your classroom	○	○	○
○	Internet access in your classroom	○	○	○
○	4 desktop computers in your classroom	○	○	○
○	4 wireless laptops in your classroom	○	○	○
○	One desktop computer for each student in a lab	○	○	○
○	One wireless laptop for each student in your classroom	○	○	○
○	Digital camera for the classroom	○	○	○
○	One classroom printer	○	○	○
○	Multiple classroom printers	○	○	○
○	TV monitor with VCR	○	○	○
○	LCD projector/computer projection system	○	○	○
○	A Palm Pilot 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 Palm Pilot for teacher use	○	○	○
○	Overhead Projector	○	○	○

19. Which one of the following technologies would be most valuable to you?
- ○ 4 desktop computers in your classroom
- ○ One desktop for each student in a lab
- ○ A mobile cart with one wireless laptop for each student available for sign-out

20. The email system in my school is:
- ○ Not readily available
- ○ Available, but not widely used
- ○ Available, used widely, but has not replaced older forms of communication
- ○ Available, widely used and has largely replaced older forms of communication

21. How important is each of following elements in:

Your school/district's technology vision	Not Important	Slightly Important	Somewhat Important	Very Important		Shaping computer use in your own classroom?	Not Important	Slightly Important	Somewhat Important	Very Important
Using technology to improve classroom instruction	○	○	○	○			○	○	○	○
Using technology to improve student performance	○	○	○	○			○	○	○	○
Student proficiency in teaming and collaboration	○	○	○	○			○	○	○	○
Student proficiency in data analysis	○	○	○	○			○	○	○	○
Increasing teacher proficiency in use of technology	○	○	○	○			○	○	○	○
Preparing students for future jobs	○	○	○	○			○	○	○	○
Improving student test scores	○	○	○	○			○	○	○	○
Promoting active learning strategies	○	○	○	○			○	○	○	○
Supporting instructional reform	○	○	○	○			○	○	○	○
Satisfying parents' and community interests	○	○	○	○			○	○	○	○
Improving student computer skills and abilities	○	○	○	○			○	○	○	○
Improving student proficiency in research	○	○	○	○			○	○	○	○
Improving teacher productivity and efficiency	○	○	○	○			○	○	○	○
Target level of technology (i.e. student/computer ratio)	○	○	○	○			○	○	○	○

22. How aware are you of your school/district's vision for the use of technology in your classes?

- ○ Not aware: *I am not sure of the vision*
- ○ Somewhat aware: *I have a sense of where we're headed, but not aware of formal plans*
- ○ Aware: *I am familiar with the vision*
- ○ Very Aware: *I am very familiar with the vision.*

24. 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 districts technology standards is:

○ ○ ○ ○ ○

technology proficiency and skills			common student experiences

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

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

25. Which types of **technology related** professional development opportunities are available to educators in your school (select all that apply)?

26. In which of these opportunities did you personally participate within the last year?

	Available	Participated
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	○	○

27. How much emphasis do each of the following people place on technology?

	Heavy Emphasis	Some Emphasis	Little Emphasis	No Emphasis
Your Superintendent or Assistant Superintendent	○	○	○	○
Your Principal	○	○	○	○
Your Department Head	○	○	○	○
Yourself	○	○	○	○

28. 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

29. What kinds of professional development would be beneficial to you?

	Not Needed	Somewhat Beneficial	Very Beneficial
Managing my computer desktop (Opening programs, printing, etc.)	○	○	○
Learning to utilize network services efficiently (email, saving to the server)	○	○	○
Learning about research sources on the Internet	○	○	○
Learning how to manipulate data and construct graphs	○	○	○
Integrating technology with student writing	○	○	○
Integrating technology into my classroom activities	○	○	○
Learning specific applications/software (Microsoft Word, Powerpoint, etc.)	○	○	○
Learning to use the internet to engage in on-line interactions and/or mentoring	○	○	○

30. Technology Specialists have varied backgrounds. Rank the importance of the following backgrounds for the **IDEAL** Technology Specialist in your school:

	1st	2nd	3rd	4th
Computer Hardware/Software Specialist	○	○	○	○
Curriculum Specialist	○	○	○	○
Classroom Teacher	○	○	○	○
Computer Teacher	○	○	○	○

31. **Rate how much each of the following conditions provide an obstacle for you in making more effective use of technology.**

	Not An Obstacle	Minor Obstacle	Major Obstacle
Lack of computers in the classroom	○	○	○
Difficult to access computers in labs and/or library	○	○	○
Do not have enough computers for all of my students	○	○	○
Professional development prepares me to use software that is not available in my classroom or school	○	○	○
Prof. dev. prepares me to use technology in the classroom but I do not have enough 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 me	○	○	○
Increased speed and improved technology negates teachers' previous investments in technology	○	○	○
Students lack keyboarding skills	○	○	○
Too many students in my class	○	○	○
The kinds of computers and software at school are different from the computers I use at home	○	○	○
My 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	○	○	○
I have a hard time connecting with our school's technology specialist	○	○	○
Internet is too slow	○	○	○
Lack of leadership related to technology	○	○	○
No idea how the district wants us to use computers in the classroom	○	○	○
Lack of flexibility in deciding how to use computers in my classroom	○	○	○
Not sure how to make technology relevant to my subject	○	○	○
The computer skills of students in my class vary so widely that it's too difficult to manage computer use	○	○	○
The academic skills of my students vary so widely that I cannot use computers usefully in my classroom	○	○	○

32. How often do you encounter the following types of problems?

How long does it typically take for the problem to be resolved?

	Never	Rarely	Occasion-ally	Often		Within an hour	A day	2-3 days	Week or more
Can't get computer to work	○	○	○	○		○	○	○	○
Can't get software to work	○	○	○	○		○	○	○	○
Can't get printer to work	○	○	○	○		○	○	○	○
Can't access network folder/files	○	○	○	○		○	○	○	○
Can't connect to internet	○	○	○	○		○	○	○	○
Can't email	○	○	○	○		○	○	○	○
Incorporating technology into lessons (planning)	○	○	○	○		○	○	○	○
Managing students when they use computers	○	○	○	○		○	○	○	○

33. When you are experiencing a problem with your classroom computer, how helpful are each of the following potential helpers:

	Always Helpful	Usually Helpful	Usually Not Helpful	Never Tried	Not Applicable
Instructional Technology Specialist	○	○	○	○	○
Technician or District "Help Desk"	○	○	○	○	○
Librarian	○	○	○	○	○
Other Teacher/Aide	○	○	○	○	○
Student	○	○	○	○	○

34. When your students need help with a computer in school, how often do they ask the following people for assistance?

	Always	Usually	Rarely	Never
You, the teacher	○	○	○	○
Students	○	○	○	○
Librarian	○	○	○	○
Technology Specialist or Technology Aide	○	○	○	○
Other adults in the school	○	○	○	○

35. How important have each of the following been in influencing how you use computers in your classroom:

	Great Influence	Some Influence	No Influence
Other teachers have shared examples of how they use computers with their students	○	○	○
The fact that the district has put computers in my classroom encourages me to use them with my students	○	○	○
The Technology Director and/or Specialist has demonstrated uses that I have adapted to my classroom	○	○	○
I have worked with my colleagues to design lessons that require classroom use of computers	○	○	○
Professional development workshops led by someone outside of the school have demonstrated uses that I have adapted to my classroom	○	○	○

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

	Not Successful	Moderate Success	Very Successful
Technical Professional Development	○	○	○
Integrating Technology into the Curriculum	○	○	○
Technical Support	○	○	○
Access to Hardware	○	○	○
Access to Software	○	○	○
Network Services	○	○	○

37. How important have computers been in your teaching?

	Very Important	Somewhat Important	Not Very Important
This year	○	○	○
Three years ago	○	○	○
Five years ago	○	○	○

38. How confident have you been when using computers?

	Very Confident	Somewhat Confident	Not Very Confident
This year	○	○	○
Three years ago	○	○	○
Five years ago	○	○	○

39. In many schools, teachers are pressured to teach in specific ways. To what extent are the following pressures felt at your school?

	No Pressure	Very Little Pressure	Some Pressure	A lot of Pressure
To have students work in groups	○	○	○	○
To have students use computers	○	○	○	○
To cover a large quantity of curriculum content	○	○	○	○
To keep a class quiet, even if that means students are less engaged	○	○	○	○
To have students use the internet	○	○	○	○
To do "performance-based assessments"	○	○	○	○
To have students do projects	○	○	○	○
To use technology in the same way as other teachers in your grade	○	○	○	○
To prepare students to take standardized tests	○	○	○	○
To do "higher-order" thinking and "problem solving"	○	○	○	○

40. Indicate how much you disagree or agree with each of the following statements about teaching and learning:

	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 processors	○	○	○	○
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 a computer	○	○	○	○
Technology support in my school exists primarily "to keep the computers running"	○	○	○	○
Technology support exists primarily to help teachers integrate computers with teaching	○	○	○	○

Think about the class in which you: use technology the MOST

41. How many students are in that class?
- ○ 1-15
- ○ 16-20
- ○ 21-25
- ○ 26-30
- ○ 31+

42. What is the average ability level of these students?
- ○ Above average
- ○ Average
- ○ Below average

43. Approximately, what % of the students in that class:

	0-10 %	11-50 %	51-75 %	76-100 %	
	○	○	○	○	Participated in a gifted and talented program
	○	○	○	○	Participated in an ESL program
	○	○	○	○	Participated in Special Ed. Program
	○	○	○	○	Have a computer at home (take your best guess)
	○	○	○	○	Have a computer at home with internet access

Think about the class in which you: use technology the LEAST

41b. How many students are in that class?
- ○ 1-15
- ○ 16-20
- ○ 21-25
- ○ 26-30
- ○ 31+

42b. What is the average ability level of these students?
- ○ Above average
- ○ Average
- ○ Below average

43b. Approximately, what % of the students in that class:

	0-10 %	11-50 %	51-75 %	76-100 %
	○	○	○	○
	○	○	○	○
	○	○	○	○
	○	○	○	○
	○	○	○	○

44. The following statements describe a teacher's work environment. Please indicate how much each statement agrees or disagrees with your own situation:

	Strongly Agree	Agree	Disagree	Strongly Disagree
Discussion of school goals and how to achieve them is a regular part of our faculty meetings.	○	○	○	○
My principal's values and philosophy of education are similar to my own.	○	○	○	○
Research and best practices are shared or discussed in my school/district.	○	○	○	○
New ideas presented at in-services are discussed afterwards by teachers in this school.	○	○	○	○
Most teachers here share my beliefs about what the central goals of the school should be.	○	○	○	○
Teachers in this school are continually learning and seeking new ideas.	○	○	○	○
It is common for us to share samples of student work.	○	○	○	○
If a teacher is not doing a good job, they are pressed by school leaders or colleagues to improve.	○	○	○	○
Staff development activities are followed by support to help teachers implement new practices.	○	○	○	○
There are hindrances to implementing new ideas at my school.	○	○	○	○
I have a good working relationship with my principal.	○	○	○	○
I have a good working relationship with the School Technology Specialist.	○	○	○	○
Teachers have a lot of input regarding innovations, projects, and changing practices.	○	○	○	○
In my district, technology is an integral part of the overall education program.	○	○	○	○
My school encourages experimentation.	○	○	○	○
Formal teacher mentoring actively occurs in my school.	○	○	○	○

45. Which of the following best describes the learning environment in your school?

- ○ School-wide goals and/or initiatives are in constant flux
- ○ School-wide goals and/or initiatives rarely change
- ○ School-wide goals and/or initiatives are actively reflected upon for improvement

46. Different teachers have described very different teaching philosophies to researchers. For each of the following pairs of statements, check the box that best shows how closely your beliefs are to each of the statements in a given pair. The closer your beliefs to a particular statement, the closer the box you check.

"I mainly see my role as a facilitator. I try to provide opportunities and resources for my students to discover or construct concepts for themselves."   "Students really won't learn the subject unless you go over the material in a structured way. It's my job to explain, to show the students how to do the work, and to assign specific projects."

○   ○   ○   ○   ○   ○

"The most important part of instruction is the content of the curriculum. That content is what children need to know and be able to do."   "The most important part of instruction is that it encourages 'sense-making' or thinking among students. Content is secondary."

○   ○   ○   ○   ○   ○

"Students must learn basic skills before they can master complex content."   "Students can learn basic skills in the context of mastering complex content."

○   ○   ○   ○   ○   ○

"It is critical for students to become interested in doing academic work - interest and effort are more important than the particular subject matter they are working on."   "While student motivation is certainly useful, it should not drive what students study. It is more important that students learn history, science, math and language skills in their textbooks."

○   ○   ○   ○   ○   ○

"It's more practical to give the whole class the same assignment, one that has clear directions, and one that can be done in short intervals that match student's attention spans and the daily class schedule."   "It is a good idea to have all sorts of activities going on in the classroom. Some students may produce a scene from a play they read. Others may create a version of the set. It's hard to organize, but the successes are so much more important than the failures."

○   ○   ○   ○   ○   ○

Thank You for completing our survey!