

TEACHER SURVEY



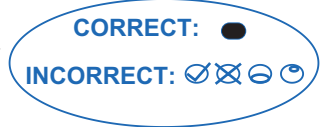
Study of Educational Technology
332 Campion Hall
Boston College
Chestnut Hill, MA 02467

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



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?

- | | |
|--|--|
| <input type="radio"/> Less than 1 year | <input type="radio"/> 6-10 years |
| <input type="radio"/> 1-2 years | <input type="radio"/> 11-15 years |
| <input type="radio"/> 3-5 years | <input type="radio"/> More than 15 years |

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

- | | |
|--|--|
| <input type="radio"/> Less than 1 year | <input type="radio"/> 6-10 years |
| <input type="radio"/> 1-2 years | <input type="radio"/> 11-15 years |
| <input type="radio"/> 3-5 years | <input type="radio"/> More than 15 years |

4. What is your gender?

- Female
 Male

5. Please mark the appropriate range for your age.

- | | | |
|-----------------------------|-----------------------------|---------------------------|
| <input type="radio"/> 20-30 | <input type="radio"/> 41-50 | <input type="radio"/> 61+ |
| <input type="radio"/> 31-40 | <input type="radio"/> 51-60 | |

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.

- | | | |
|---|---|---|
| <input type="checkbox"/> I am a Department Head | <input type="checkbox"/> Social Studies/Geography/History | <input type="checkbox"/> Foreign Languages |
| <input type="checkbox"/> All (Elementary Education) | <input type="checkbox"/> Special Education | <input type="checkbox"/> Technology Education |
| <input type="checkbox"/> English/Language Arts | <input type="checkbox"/> Science | <input type="checkbox"/> Music/Arts |
| <input type="checkbox"/> Math | <input type="checkbox"/> Librarian | <input type="checkbox"/> Other |

9. What grade level(s) do you currently teach? Please mark **ALL** that apply.

- | | | | | |
|---------------------------------------|----------------------------|----------------------------|-----------------------------|-----------------------------|
| <input type="checkbox"/> Kindergarten | <input type="checkbox"/> 3 | <input type="checkbox"/> 6 | <input type="checkbox"/> 9 | <input type="checkbox"/> 12 |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 4 | <input type="checkbox"/> 7 | <input type="checkbox"/> 10 | |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input type="checkbox"/> 8 | <input type="checkbox"/> 11 | |

PLEASE DO NOT WRITE IN THIS AREA



SERIAL



3/8" SPINE PERF

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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An Internet connection in your classroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A computer at home?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An Internet connection in your home?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- 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

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

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

- 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
- Alphasmarts that are shared by other teachers
- PDA's (Palm Pilots)

	How many?					
	0	1	2	3-5	6-7	8+
Desktop computers in your classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Desktop computers in the lab/media center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Desktop computers in the library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Printer in your room	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Laptop computers permanently in your classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shared laptop computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alphasmarts in your classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alphasmarts that are shared by other teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PDA's (Palm Pilots)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	How often used?				
	Never	Daily	3 X's a week	Once per week	Less than weekly
Desktop computers in your classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Desktop computers in the lab/media center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Desktop computers in the library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Printer in your room	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Laptop computers permanently in your classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shared laptop computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alphasmarts in your classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alphasmarts that are shared by other teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PDA's (Palm Pilots)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- 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

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

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

PLEASE DO NOT WRITE IN THIS AREA



SERIAL



3/8" SPINE PERF

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?

- 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

Not Needed

Somewhat Beneficial

Very Beneficial

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum Specialist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom Teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer Teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- 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

Not An Obstacle

Minor Obstacle

Major Obstacle

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To have students use computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To cover a large quantity of curriculum content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To keep a class quiet, even if that means students are less engaged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To have students use the internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To do "performance-based assessments"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To have students do projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To use technology in the same way as other teachers in your grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To prepare students to take standardized tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To do "higher-order" thinking and "problem solving"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A quiet classroom is generally needed for effective learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is better when the teacher - not the students - decides what activities are done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students will take more initiative to learn when they feel free to move around the room during class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students should help establish criteria on which they will be assessed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instruction should be built around problems with clear, correct answers, and around ideas that most students can grasp quickly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much students learn depends on how much background knowledge they have - that is why teaching facts is so necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instruction is most effective when teachers collaborate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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' writing quality is worse when they use word processors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computers encourage students to be lazy	<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"/>
Computers help students grasp difficult curricular concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computers have weakened students' research skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Many students use computers to avoid doing more important school work	<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"/>
Students are more willing to do second drafts when using a computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology support in my school exists primarily "to keep the computers running"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology support exists primarily to help teachers integrate computers with teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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:

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 %
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 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

0-10 %	11-50 %	51-75 %	76-100 %
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

