

INTEGRATED STUDIES OF EDUCATIONAL TECHNOLOGY SCHOOL SURVEY CRITICAL ITEMS

1. Does your school have a written plan for the acquisition and use of educational technology?
(Check one)

- Yes, we have developed a school-specific technology plan
- Yes, we used a plan developed at the district or state level
- Yes, we have adapted or modified a plan developed at the district or state level
- No, we don't have a written plan

2. What are the major goals for the use of educational technology resources in your school?

My school's educational technology goals include:	YES	NO
Providing professional development for teachers on the use of educational technology (e.g., improve teacher technical skills)	<input type="radio"/>	<input type="radio"/>
Providing professional development for teachers on using technology to improve academic instruction	<input type="radio"/>	<input type="radio"/>
Using technology as a way to deliver professional development for teachers (e.g., provide access to distance learning opportunities)	<input type="radio"/>	<input type="radio"/>
Providing technical support for teachers (e.g., provide support personnel with expertise in computer, video, or network technologies)	<input type="radio"/>	<input type="radio"/>
Increasing the availability of modern computers in the classroom (e.g., providing enough computers to achieve a specific computer-to-student ratio)	<input type="radio"/>	<input type="radio"/>
Increasing connectivity to the Internet	<input type="radio"/>	<input type="radio"/>
Making software and online resources an integral part of our school curriculum (e.g., making available a large variety of drills, games and tutorial software for the full range of subjects taught)	<input type="radio"/>	<input type="radio"/>
Improving students' educational technology proficiency	<input type="radio"/>	<input type="radio"/>
Improving students' academic achievement	<input type="radio"/>	<input type="radio"/>
Supporting parental involvement (e.g., improve communication with parents)	<input type="radio"/>	<input type="radio"/>
Improving administrative efficiency (e.g., better record keeping and monitoring systems)	<input type="radio"/>	<input type="radio"/>
Other. Please specify: _____	<input type="radio"/>	<input type="radio"/>

3. Did your school receive hardware, software, or funding for educational technology from any source other than the federal government, your state department of education, or your school district during the 1999-2000 school year?

- Yes
- No

4. Has your school applied for E-Rate subsidies in any year?

- Yes (*Go to Q.7*)
- No

If you answered "Yes" to question 4, please complete the E-Rate survey module.

School NCES #: _____

School Name: _____

5. Do you know why your school has never applied for E-Rate subsidies?

- Yes
- No (*Go to Q.7*)

6. How much of a role did the following factors play in why your school has never applied for E-Rate funding? (Answer each item below)

	NONE	SOME-WHAT	A GREAT DEAL	DON'T KNOW
Our state or district obtained E-rate funds for us.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We did not know we were eligible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We could not obtain the funds necessary to pay our school's share of the cost of E-Rate equipment and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Existing telecommunications equipment and services are sufficient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of personnel with the expertise or experience to deal with the application process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of personnel with the expertise or experience to acquire and install the eligible telecommunications equipment and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of financial resources needed to pay for the remaining cost of telecommunications equipment and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of an approved educational technology plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State or district procurement procedures make it difficult to comply with the E-Rate requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The application process was too difficult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. How many total computers, by type, were available to teachers or other school staff to use during class time as of June 30, 2000? If you are not sure, just make your best estimate.

TYPE OF COMPUTER (including laptops)	NUMBER AVAILABLE IN INSTRUCTIONAL CLASSROOMS
Power Mac or Pentium with multimedia capabilities (e.g., sound card)	
Other Apple/Macintosh or Other PC	

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School Name: _____

8. Of the **instructional classrooms** in your school, approximately what proportion are connected in the following ways, as of June 30, 2000? (Answer each item below)

	NONE	1-25%	26-50%	51-75%	76-100%
Linked to a local area network (LAN) (i.e., within your school)	<input type="radio"/>				
Linked to a wide area network (WAN) (i.e., connections outside your school)	<input type="radio"/>				
Connected to the Internet	<input type="radio"/>				

9. To what extent are the following educational technology resources available to teachers in your school for **instructional use**?

	NOT AVAIL-ABLE	AVAILABLE IN A FEW CLASSROOMS	AVAILABLE IN MOST OR ALL CLASSROOMS
Laptop computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hand-held computers (e.g., PDAs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Printers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CD-ROM drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CD-ROM read/write drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Probes for collecting scientific data (e.g., temperature)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DVD drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scanner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jazz, Zip, or similar drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Digital still camera	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Digital video camera	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer projector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. What barriers affect your school's ability to effectively use educational technology?

	YES	NO
HARDWARE RESOURCES		
Insufficient number of computers	<input type="radio"/>	<input type="radio"/>
Insufficient number of peripheral devices	<input type="radio"/>	<input type="radio"/>
Insufficient number of other technology hardware (e.g., graphing calculators, TVs)	<input type="radio"/>	<input type="radio"/>
INTERNET RESOURCE QUALITY		
Internet connection isn't fast or reliable enough for use during instruction	<input type="radio"/>	<input type="radio"/>
A lack of age-appropriate or educationally-relevant websites for students	<input type="radio"/>	<input type="radio"/>
SOFTWARE RESOURCES		
A lack of age-appropriate or educationally-relevant software resources	<input type="radio"/>	<input type="radio"/>
A lack of software products aligned with state standards	<input type="radio"/>	<input type="radio"/>
STAFF RESOURCES		
Lack of trained technical staff available for:		
... product and service acquisition	<input type="radio"/>	<input type="radio"/>
... installation	<input type="radio"/>	<input type="radio"/>
... equipment maintenance	<input type="radio"/>	<input type="radio"/>
Lack of administrative support	<input type="radio"/>	<input type="radio"/>
Lack of adequately trained teachers or other instructional staff	<input type="radio"/>	<input type="radio"/>
Lack of training opportunities for school staff	<input type="radio"/>	<input type="radio"/>
INFRASTRUCTURE		
Inadequate school building ...		
... space	<input type="radio"/>	<input type="radio"/>
... electric power supply and/or wiring	<input type="radio"/>	<input type="radio"/>
... HVAC (heating, ventilation, air conditioning)	<input type="radio"/>	<input type="radio"/>
... security	<input type="radio"/>	<input type="radio"/>
Other. Please specify: _____	<input type="radio"/>	<input type="radio"/>

11. Who has primary responsibility for supporting educational technology in your school? (Check one)

- Full-time, paid technology director/coordinator
- Part-time, paid technology director/coordinator
- District staff (including district-provided help desk)
- Teacher or other staff as part of formal responsibilities
- Volunteers (including teachers, other school staff, and community members)
- Consultant/outside contractor
- No one
- Other. Please specify: _____

12. Please estimate how many teachers at your school have participated in some form of technology-related professional development from July 1999-June 2000. (Answer each item below)

Type of teacher	NONE OR ALMOST NONE	SOME	MOST	ALL OR ALMOST ALL
Self-contained classroom teacher who teaches multiple subjects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language arts teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social studies teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School librarians/media specialists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. In your experience, how significant a role have the following forms of technology-related professional development played in preparing teachers to use educational technology? (Answer each item below)

How significant a role have the following played in preparing teachers to use educational technology?	NOT SIGNIFICANT	SOMEWHAT SIGNIFICANT	VERY SIGNIFICANT
Formal			
Workshops or institutes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courses for college credit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On-line course participation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Committees focusing on technology and curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immersion or internship activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coaching or mentoring arrangements designed to provide one-on-one technology-related instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courses offered at a teacher resource center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher study groups that meet regularly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informal			
Teacher collaboratives or networks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual learning in which teachers read journals or other professional publications, browse the Internet, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Going to the U.S. Dept. of Education's web site to get information/ materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in on-line networks or chat-rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informally working with peers, family, friends and on skills related to technology in teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visiting a teacher resource center which is staffed by lead or resource teachers and provides professional development materials/instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other forms of professional development related to the use of technology in teaching. Please specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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14. Over the next five years, do you think educational technology will be important for improving student academic performance in your school?

	NEGATIVE IMPACT	NO IMPACT	POSITIVE IMPACT	
I think educational technology will have a...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	... on students in my school.

THANK YOU! All study participants will be notified of the availability of the final report once it is completed.

Please return this survey to The Urban Institute, attn. Kristen Olson
2100 M St. NW, Ste. 500
Washington, DC 20037
fax: 202-833-2477
phone: 1-866-518-3874

Thank you very much for your time.