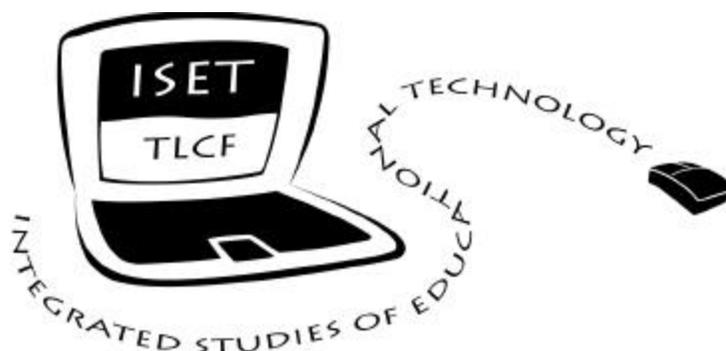


Archived Information



INTEGRATED STUDIES OF EDUCATIONAL TECHNOLOGY WWW SURVEY OF STATE TECHNOLOGY COORDINATORS FALL 2000

**PLEASE NOTE:
THE ONLINE VERSION OF THIS SURVEY IMPLEMENTS SKIP PATTERNS THAT GUIDE
THE RESPONDENT TO THE APPROPRIATE SERIES OF QUESTIONS.
BECAUSE OF THIS AND OTHER PROGRAMMING CONSIDERATIONS, THE ONLINE
VERSION WILL LOOK DIFFERENT FROM THIS HARD COPY OF THE STATE SURVEY,
BUT WILL HAVE THE SAME CONTENT.**

**American Institutes for Research
1000 Thomas Jefferson Street, NW
Suite 400
Washington, DC 20007
1-888-944-5001 (Select Option 3)**

Public reporting burden for this collection of information is estimated to average about 120 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Department of Education, 400 Maryland Avenue, SW, Room 5624, Regional Office Building 3, Washington, DC 20202; and to the Office of Management and Budget, Paperwork Reduction Project 1875-0179, Washington, DC 20503.

A project of the Department of Education, Planning and Evaluation Services.

This project is being conducted under Title III of PL 103-382 and the Telecommunications Act of 1996. While you are not required to respond, your cooperation is needed to make the results of the study comprehensive, accurate and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential.

O.M.B. NO. 1875-0179 Approval Expires 06/30/2001

SECTION I. STATE-WIDE INFRASTRUCTURE AND SUPPORT

This section has to do with support for technology that is provided by the State. We are particularly interested in Statewide networks, regional technology centers and technical support. Please tell us about the support structures related to educational technology that your State has implemented.

1. Does the State Department of Education or other State agency provide a Statewide electronic network linking districts in the State?¹

- No
- A Statewide electronic network is currently being constructed.
- Yes. If so, please estimate the following numbers:

What do you estimate to be the number of:	NONE (0%)	SOME (1-25%)	A MODERATE NUMBER (26-50%)	MOST (51-75%)	ALL OR ALMOST ALL (76-100%)
...districts connected to the network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...schools connected to the network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Is this network shared with any of the following entities?

Is the network shared with:	YES	NO
...the higher education community?	<input type="radio"/>	<input type="radio"/>
...museums?	<input type="radio"/>	<input type="radio"/>
...public libraries?	<input type="radio"/>	<input type="radio"/>
...other government agencies?	<input type="radio"/>	<input type="radio"/>
...telecommunication industries?	<input type="radio"/>	<input type="radio"/>
...other commercial/private enterprises?	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>

3. Does the network provide districts and/or schools with high-speed connections (i.e., 1.5M/T1/DS1 or higher) to the Internet?

- No
- Yes. If so, please estimate the percentage of districts and schools that have these high-speed connections:

	NONE (0%)	SOME (1-25%)	A MODERATE NUMBER (26-50%)	MOST (51-75%)	ALL OR ALMOST ALL (76-100%)
Districts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All Schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elementary schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Middle/junior high schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

¹ If the answer to Q1 is "No" the respondent will be automatically taken to Q5, and not asked Q2-4.

4. Does this network provide districts and/or schools with discounted connections to the Internet?

- No
 Yes. If so, please estimate the percentage of districts and schools that are taking advantage of these discounted connections:

	NONE (0%)	SOME (1-25%)	A MODERATE NUMBER (26-50%)	MOST (51-75%)	ALL OR ALMOST ALL (76-100%)
Districts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All Schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elementary schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Middle/junior high schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Does the State Department of Education or other State agency contribute to make distance learning technology available to districts (e.g., pay for or subsidize installation or ongoing costs)?

Type of distance learning technology	Funding for this supported by State?		If yes, please estimate the percentage of districts that receive this form of distance learning technology:
	YES	NO	
Two-way audio and video	<input type="radio"/>	<input type="radio"/>	%
Two-way audio, one-way video	<input type="radio"/>	<input type="radio"/>	%
One-way live video	<input type="radio"/>	<input type="radio"/>	%
One-way pre-recorded video	<input type="radio"/>	<input type="radio"/>	%
Two-way audio	<input type="radio"/>	<input type="radio"/>	%
One-way audio	<input type="radio"/>	<input type="radio"/>	%
Two-way online (Web-based)	<input type="radio"/>	<input type="radio"/>	%
Other. Please specify:	<input type="radio"/>	<input type="radio"/>	%

6. Has the State implemented any of the following programs or guidelines related to educational technology?

State program or guideline:	YES	NO
A State-wide program that provides administrative or data systems to school districts (e.g., fiscal databases, student assessment results)	<input type="radio"/>	<input type="radio"/>
A consortium purchasing program (group buys) for hardware	<input type="radio"/>	<input type="radio"/>
A consortium purchasing program (group buys) for software	<input type="radio"/>	<input type="radio"/>
A consortium purchasing program (group buys) for online services, other than E-Rate	<input type="radio"/>	<input type="radio"/>
Guidelines for technology-related facility design features for new school buildings <input type="radio"/> These guidelines are mandatory <input type="radio"/> These guidelines are suggested	<input type="radio"/>	<input type="radio"/>
Guidelines for technology-related facility design features for existing school buildings <input type="radio"/> These guidelines are mandatory <input type="radio"/> These guidelines are suggested	<input type="radio"/>	<input type="radio"/>
Technology-related standards for district accreditation	<input type="radio"/>	<input type="radio"/>

State program or guideline:	YES	NO
Technology-related standards for school accreditation	<input type="radio"/>	<input type="radio"/>
Guidelines for equipment (e.g., CPU speed, minimum RAM/ROM configurations)	<input type="radio"/>	<input type="radio"/>
Guidelines for software (e.g., type of content; frequency of updates)	<input type="radio"/>	<input type="radio"/>
Guidelines for connectivity (e.g., speed, type, or number of connections to the Internet)	<input type="radio"/>	<input type="radio"/>
Districts required to have technology plans	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>

7. Does your State have a formal, long-term plan for general professional development of teachers (either stand-alone or integrated into another document)?

- Yes
- No
- Don't know

8. To what extent does it specifically address professional development related to technology? Please select one:²

- Not at all discussed
- Discussed briefly
- Discussed in some detail
- Discussed in great detail
- Don't know

9. Is there a Statewide initiative related to teacher professional development in educational technology? If so, please describe the initiative briefly (2-3 sentences). Please provide the name of a contact person and/or a URL if the document is available online.

² Q8 will be asked only if the answer to Q7 was "Yes." If the answer to Q7 was "No" or "Don't Know" the respondent will be automatically taken to Q9.

11. Please consider the different types of technology-related professional development provided or paid for by the State during the 1999-2000 school year. To what extent would you say the majority of those activities had the following characteristics?

Was the technology-related professional development provided by the State:	To what extent was this characteristic present?		
	Not at All	Somewhat	A Great Deal
... directly related to the content teachers teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...appropriate to teachers' varying levels of knowledge, skills and interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...reflective of the best available research and practice in teaching, learning, and leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...given over a substantial amount of time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...delivered over multiple sessions, not a one-time experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...followed by planning time during the workday to implement new practices in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...driven by a long-term plan, consistent with the goals for technology use in your State	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...inclusive to other members of the school community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...accessible during school hours (i.e., substitutes were provided so teachers could attend professional development courses)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...accessible during evening/weekend hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...planned or delivered with input from teachers in your State	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...an opportunity for teachers to meaningfully engage with colleagues and materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...effective in increasing teachers' ability to appropriately use educational technology in teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Please consider the different types of technology-related professional development provided or paid for by the State during the 1999-2000 school year. What topics were covered?

Covered in professional development:	YES	NO	DON'T KNOW
Basic computer skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of various software application packages (e.g., Power Point, spreadsheets, PhotoShop, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to integrate technology into the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective/ethical use of the WWW	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating activities using technology and the WWW	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to take advantage of distance learning opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to use technology to help students improve basic academic skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New ways to assess student work using technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using software or technology activities that have already been developed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seeing demonstrations of technology-incorporated classroom activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning about technology activities that require only 1 computer per classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to manage classroom activities that integrate technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to select good software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to write grant applications for more technology resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Does the State Department of Education or other State agency (e.g., regional assistance centers, BOCES) provide to districts any of the following types of assistance?

Type of assistance provided by the State	YES	NO
Assistance in developing technology plans	<input type="radio"/>	<input type="radio"/>
Professional development in technology use (e.g., using software, developing computer use skills; integrating technology into the curriculum)		
...for district technology coordinators	<input type="radio"/>	<input type="radio"/>
...for school technology coordinators	<input type="radio"/>	<input type="radio"/>
...for teachers	<input type="radio"/>	<input type="radio"/>
...for other district-level staff	<input type="radio"/>	<input type="radio"/>
...for other school-level staff	<input type="radio"/>	<input type="radio"/>
Technical training program (e.g., network maintenance, computer repair, etc.)		
...for district technology coordinators	<input type="radio"/>	<input type="radio"/>
...for school technology coordinators	<input type="radio"/>	<input type="radio"/>
...for teachers	<input type="radio"/>	<input type="radio"/>
...other district-level staff	<input type="radio"/>	<input type="radio"/>
...other school-level staff	<input type="radio"/>	<input type="radio"/>
State technology specialist(s) who:		
...visit districts	<input type="radio"/>	<input type="radio"/>
...provide advice and help only from a distance (e.g., via email or telephone)	<input type="radio"/>	<input type="radio"/>
Other type of technology advisers (e.g., from the local higher education community) who:		
...visit districts	<input type="radio"/>	<input type="radio"/>
...provide advice and help only from a distance (e.g., via email or telephone)	<input type="radio"/>	<input type="radio"/>
State regional technology centers	<input type="radio"/>	<input type="radio"/>
Regional technology centers exist but are not supported through funding or services by the State education department or other State agency.	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>

14. Generally speaking, how much of the technical support for educational technology received by districts in your State is provided by each of the following entities?

Source of technical support received by districts:	NONE (0%)	SOME (1-25%)	A MODERATE AMOUNT (26-50%)	MOST (51-75%)	ALL OR ALMOST ALL (76-100%)
Your State agency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regional technology centers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Districts themselves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutions of higher education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community agencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partnerships with businesses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vendors	<input type="radio"/>	<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"/>	<input type="radio"/>

SECTION II: STANDARDS, ASSESSMENTS AND INTEGRATION OF TECHNOLOGY

This section asks about how technology is being integrated into teacher education, student assessments and curriculum standards. Please tell us about how your State has incorporated technology into its standards and assessments.

1. Does your State have technology standards for students (e.g., standards regarding proficiencies, uses of technology)? If so, how were they developed?³

Our State does not have technology standards for <u>students</u>	<input type="radio"/>
--	-----------------------

If the State has technology standards for <u>students</u> , how were they developed?	ELEMENTARY SCHOOL		MIDDLE/JUNIOR HIGH SCHOOL		HIGH SCHOOL	
	YES	NO	YES	NO	YES	NO
We adopted the International Society for Technology in Education's (ISTE) or another organization's or entity's technology standards: Please specify which organizations or entities: _____ _____ _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We developed our own technology standards, which were adapted from various sources. Please specify whose standards were adapted or used as models for your State's purposes: _____ _____ _____	<input type="radio"/>	<input type="radio"/>	<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"/>	<input type="radio"/>	<input type="radio"/>

2. Are standards for technology integrated into subject areas or are they stand-alone?⁴

- Standards for technology are integrated
- Standards for technology are stand-alone

³ If the State does not have technology standards for students, the Web-based version will bring the respondent to Q11 automatically.

⁴ If the response to Q2 is "stand-alone" the respondent will be brought to Q5 automatically, and not be presented with Q3-4.

3. What methods has the State used to integrate technology into standards for learning school subjects?

Method of integrating technology into standards for learning	ELEMENTARY SCHOOL		MIDDLE/ JUNIOR HIGH SCHOOL		HIGH SCHOOL	
	YES	NO	YES	NO	YES	NO
Inclusion of technology standards in core subject areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inclusion of technology standards in non-core subject areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inclusion of technology standards in vocational education			<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"/>	<input type="radio"/>	<input type="radio"/>

4. At which grade levels and subject areas are State technology standards for students included?

	ELEMENTARY SCHOOL		MIDDLE/ JUNIOR HIGH SCHOOL		HIGH SCHOOL	
	YES	NO	YES	NO	YES	NO
Language Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-core subject areas If yes, which subjects?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocational education			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify subject(s) :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Please describe which, if any of the following standards for technology your State has set for students at different grade levels:

	AT WHICH GRADE LEVELS HAVE TECHNOLOGY STANDARDS BEEN SET?			
	NO SUCH STANDARD EXISTS	ELEMENTARY SCHOOL	MIDDLE/ JUNIOR HIGH SCHOOL	HIGH SCHOOL
Basic operations and concepts E.g., Students demonstrate a sound understanding of the nature and operation of technology systems; Students are proficient in the use of technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social, ethical and human issues E.g., Students understand the ethical, cultural and societal issues related to technology; Students practice responsible use of technology systems, information and software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology productivity tools E.g., Students use technology tools to enhance learning, increase productivity and promote creativity; Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications and producing other creative works	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. What changes related to educational technology have been made (or are planned to be made) to State student assessments in educational technology?

Technology-related change:	No change made or planned	Change made in the past three years	Don't Know
Created a new assessment designed to assess student technology proficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modified grade levels at which technology assessments are done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Have the results of student assessments of progress in educational technology been reported? If so, who received the information? How was the information reported?

Results of student assessments in educational technology have not been reported	<input type="radio"/>
---	-----------------------

	YES	NO	DON'T KNOW
Who received the information:			
Legislators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Districts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How information was reported:			
Meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Newsletters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Published report (e.g., technical report)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Web site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Press release	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is the report available electronically? If so, please list the URL where it may be accessed:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Have your State's technology standards for students changed since October 1, 1996? If so, how?⁵

Technology standards for <u>students</u> have <u>not</u> changed	<input type="radio"/>	
Change in State technology standards for students:	YES	NO
Established stand-alone technology standards	<input type="radio"/>	<input type="radio"/>
Established technology standards integrated in:		
...core subject areas	<input type="radio"/>	<input type="radio"/>
...non-core subject areas	<input type="radio"/>	<input type="radio"/>
...vocational education	<input type="radio"/>	<input type="radio"/>
Moved from stand-alone technology standards to technology standards integrated into:		
...core subject areas	<input type="radio"/>	<input type="radio"/>
...non-core subject areas	<input type="radio"/>	<input type="radio"/>
...vocational education	<input type="radio"/>	<input type="radio"/>
Moved from technology standards integrated into core academic subjects to stand-alone technology standards	<input type="radio"/>	<input type="radio"/>
Modified the grade levels for which standards are set	<input type="radio"/>	<input type="radio"/>
Modified the content of existing standards	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>

10. If technology standards for students have changed, please indicate why:

State technology standards for <u>students</u> changed:	YES	NO
...as part of a State educational reform initiative	<input type="radio"/>	<input type="radio"/>
...because of (a change in) the State technology plan	<input type="radio"/>	<input type="radio"/>
...because change is planned on a schedule	<input type="radio"/>	<input type="radio"/>
...because of the results of evaluations	<input type="radio"/>	<input type="radio"/>
...to match (new) State content standards	<input type="radio"/>	<input type="radio"/>
...to match new State assessments more closely	<input type="radio"/>	<input type="radio"/>
...because the technology changed	<input type="radio"/>	<input type="radio"/>
...because of legislation	<input type="radio"/>	<input type="radio"/>
...because of feedback from the public (e.g., parents)	<input type="radio"/>	<input type="radio"/>
...because of feedback from educators	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>

⁵ If State technology standards for students have not been changed, the Web-based version will omit Q10 and bring the respondent to Q11 automatically.

11. What changes related to educational technology have been made (or are planned to be made) to State student assessments in core subject areas?

Technology-related change:	No change made or planned	Change made in the past three years	Don't Know
Created a new assessment designed to assess student technology proficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modified grade levels at which technology assessments are done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On existing State assessments in <u>core</u> subject areas:			
...added new items within subject areas that require the use of technology (e.g., use of graphing calculators)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...added new items within subject areas that assess technological proficiency/knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...offered test via computer in addition to/instead of paper and pencil version	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On existing State assessments in <u>non-core</u> subject areas:			
...added new items within subject areas that require the use of technology (e.g., use of graphing calculators)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...added new items within subject areas that assess technological proficiency/knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...offered test via computer in addition to/instead of paper and pencil version	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Does your State have technology standards for teachers (e.g., standards regarding proficiencies, uses of technology)? If so, how were they developed?⁶

Our State does not have technology standards for <u>teachers</u>	<input type="radio"/>
--	-----------------------

If the State has technology standards for <u>teachers</u> , how were they developed?	ELEMENTARY SCHOOL		MIDDLE/JUNIOR HIGH SCHOOL		HIGH SCHOOL	
	YES	NO	YES	NO	YES	NO
We adopted the International Society for Technology in Education's (ISTE) or another organization's or entity's technology standards: Please specify which organizations or entities: _____ _____ _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We developed our own technology standards, which were adapted from various sources. Please specify whose standards were adapted or used as models for your State's purposes: _____ _____ _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

⁶ If the State does not have technology standards for teachers, the respondent will be brought to Q18 automatically.

If the State has technology standards for <u>teachers</u> , how were they developed?	ELEMENTARY SCHOOL		MIDDLE/JUNIOR HIGH SCHOOL		HIGH SCHOOL	
	YES	NO	YES	NO	YES	NO
Other. Please specify: _____ _____ _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. When does the State require (or recommend) teachers to meet State technology proficiency standards?

	ELEMENTARY SCHOOL TEACHERS		MIDDLE/JUNIOR HIGH SCHOOL TEACHERS		HIGH SCHOOL TEACHERS	
	YES	NO	YES	NO	YES	NO
...required at initial certification or licensure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...recommended as a condition for employment (e.g., new hires, teachers transferring into the State)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...required at re-certification or contract renewal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Does the State require teacher proficiency in technology for certification or licensure? If so, how is proficiency determined?

Method of assessment	INITIAL CERTIFICATION		AT RE-CERTIFICATION	
	YES	NO	YES	NO
Completion of a specific number of hours of technology-related pre-service training or in-service professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paper and pencil assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computerized technology proficiency assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment methods are developed/decided upon locally			<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. What other types of educational technology guidelines or standards related to teachers' proficiency in educational technology have been set by your State?

State educational technology proficiency guidelines/standards for:	YES	NO
Pre-service teachers		
Educational technology standards for accreditation of teacher preparation programs	<input type="radio"/>	<input type="radio"/>
Educational technology standards for accreditation of teacher preparation programs for specialization in educational computing and technology	<input type="radio"/>	<input type="radio"/>
Guidelines for the infrastructure needed to support the application of technology in teacher preparation programs	<input type="radio"/>	<input type="radio"/>
Practicing teachers		
Standards for the <u>amount</u> of professional development in educational technology teachers should have (e.g., some number of hours each year)	<input type="radio"/>	<input type="radio"/>

State educational technology proficiency guidelines/standards for:	YES	NO
Standards for the <u>type</u> of professional development in educational technology teachers should have (e.g., workshops, online training)	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>

16. Have your State's technology standards for teachers changed since October 1, 1996? If so, how?⁷

Technology standards for <u>teachers</u> have <u>not</u> changed	<input type="radio"/>
--	-----------------------

Change in State technology standards:	YES	NO
Established stand-alone technology standards	<input type="radio"/>	<input type="radio"/>
Established technology standards integrated in:		
...core subject areas	<input type="radio"/>	<input type="radio"/>
...non-core subject areas	<input type="radio"/>	<input type="radio"/>
...vocational education	<input type="radio"/>	<input type="radio"/>
Moved from stand-alone technology standards to technology standards integrated into:		
...core subject areas	<input type="radio"/>	<input type="radio"/>
...non-core subject areas	<input type="radio"/>	<input type="radio"/>
...vocational education	<input type="radio"/>	<input type="radio"/>
Moved from technology standards integrated into core academic subjects to stand-alone technology standards	<input type="radio"/>	<input type="radio"/>
Modified the grade levels for which standards are set	<input type="radio"/>	<input type="radio"/>
Modified the content of existing standards	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>

17. If technology standards for teachers have changed, please indicate why:

State technology standards for <u>teachers</u> changed:	YES	NO
...as part of a State educational reform initiative	<input type="radio"/>	<input type="radio"/>
...because of (change in) State technology plan	<input type="radio"/>	<input type="radio"/>
...because change is planned on a schedule	<input type="radio"/>	<input type="radio"/>
...because of the results of evaluations	<input type="radio"/>	<input type="radio"/>
...to match (new) State content standards	<input type="radio"/>	<input type="radio"/>
...to match new State assessments more closely	<input type="radio"/>	<input type="radio"/>
...because the technology changed	<input type="radio"/>	<input type="radio"/>
...because of legislation	<input type="radio"/>	<input type="radio"/>
...because of feedback from the public (e.g., parents)	<input type="radio"/>	<input type="radio"/>
...because of feedback from educators	<input type="radio"/>	<input type="radio"/>
Other. Please specify:		

⁷ If technology standards for teachers have not changed, Q17 will be omitted and the respondent will be taken to Q18 automatically.

18. Are any additional technology-related changes to State standards in the core academic areas or in educational technology underway? Are there any additional technology-related changes to State standards for teachers planned (e.g., technology proficiency requirements will take effect in 2003)? If so, please describe.

19. How does the State encourage the integration of technology into instruction?

The State promotes the integration of educational technology into instruction by:	NOT AT ALL	SOMEWHAT	A GREAT DEAL
Developing research-based technology integration models and disseminating them to districts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing funding for professional development to train teachers to integrate technology into instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Including technology integration strategies as part of the State's overall professional development plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing software reviews/evaluations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing administrators with observation tools to use when evaluating whether teachers provide students with opportunities to learn in technology-rich environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing software to schools (through a consortium purchasing program or by giving districts/schools funds earmarked for educational software)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recommending the use of technology during the course of professional development activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Including the use of technology in the curriculum (as "good practice" or in model lessons given to teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensuring that the use of technology is included in other State documents as a good example of integration technology in the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementing a policy that building-level technical assistance is available at all districts/schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Requiring educational technology training for:			
...district technology coordinators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...school technology coordinators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...other district-level staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...other school-level staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offering optional educational technology training (e.g., partnering with institutions of higher education to offer credit; partnering with businesses)			
...district technology coordinators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...school technology coordinators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...other district-level staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...other school-level staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offering demonstrations (e.g., classroom modeling by master teacher or curriculum specialist)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Has the State supported the development of software and other educational technology resources for teaching to State standards in core subjects? If so, what form does this support take (e.g., funding, training)? What specifically is being supported, and in what grades and subjects?

21. Has the State established criteria for determining the degree to which software and other technology resources are aligned with State standards? If so, what are they? Is this document available? Please provide the name of a contact person and/or a URL if the document is available online.

SECTION III. TECHNOLOGY RESOURCES

This section focuses on the sources, amount, and uses of technology funds in the State. As you can see, some of the information is pre-filled. We obtained information from the U.S. Department of Education to fill in as much as we could. We hope this makes the survey a bit faster to complete, but we would like to request that you briefly review the pre-filled information for accuracy. Please make any necessary corrections in the space provided.

1. Please describe the sources and amount of funds awarded for elementary and secondary education technology in the State:

FUNDING FOR EDUCATIONAL TECHNOLOGY BY SOURCE	FY 1997	FY 1998	FY 1999
State			
Specific appropriations in the General Fund for educational technology			
Other State funding sources for educational technology (e.g., bonds sale, state lottery, share of sales tax). Please specify: _____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____
Federal			
Technology Literacy Challenge Fund (TLCF) Program Source: Department of Education	<i>pre-filled</i>	<i>pre-filled</i>	<i>pre-filled</i>
Other U.S. Department of Education technology programs Source: Department of Education Technology Innovation Challenge Grants (TICG) _____ Preparing Tomorrow's Teachers to Use Technology (PT3) _____ Community Technology Centers (CTC) _____ Other. Please specify: _____ _____ _____	<i>pre-filled</i> <i>pre-filled</i> <i>pre-filled</i> _____ _____ _____	<i>pre-filled</i> <i>pre-filled</i> <i>pre-filled</i> _____ _____ _____	<i>pre-filled</i> <i>pre-filled</i> <i>pre-filled</i> _____ _____ _____
Other Federal non-technology programs (e.g., Title I, Title II, Title VI)	_____	_____	_____
Other (e.g., contributions from private sources, including in-kind contributions). Please specify: _____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____

2. Since July 1, 1997, what methods has the State used to allocate State funds for educational technology to districts? Approximately what percentage of these funds was allocated by each method? Please exclude funding from federal (e.g., TLCF) and private sources when answering this question.

Allocation Method Used	YES	NO	If yes, please <u>estimate</u> what percentage of funds was allocated by this method:
Direct allocation on a formula basis (e.g., per pupil, per building). Please specify:	<input type="radio"/>	<input type="radio"/>	_____%
Competitive grant	<input type="radio"/>	<input type="radio"/>	_____%
Other. Please specify:	<input type="radio"/>	<input type="radio"/>	_____%
TOTAL			100%

3. Since July 1, 1997, to which technology-related uses has State funding for educational technology generally been directed? Please exclude funding from federal (e.g., TLCF) and private sources when answering this question.

Degree to which <u>State funding</u> has been directed to the following technology-related uses:	Funds directed to this use?		If yes, please <u>estimate</u> what percentage of funds was directed to this use:
	YES	NO	
Professional development for teachers: Focus on technology use and skills (e.g., in computer basics, using multimedia, etc.)	<input type="radio"/>	<input type="radio"/>	_____%
Professional development for teachers: Focus on integrating technology for instruction (e.g., teaching core academic subject areas, writing lesson plans and units that integrate computer activities with curriculum; developing computer-based activities; implementing research-based best practices)	<input type="radio"/>	<input type="radio"/>	_____%
Technology maintenance and technical support (e.g., installing, troubleshooting, maintaining equipment, networks, operating systems and software)	<input type="radio"/>	<input type="radio"/>	_____%
Computers and other educational technology hardware (e.g., purchasing more computers or peripherals, upgrading existing stock)	<input type="radio"/>	<input type="radio"/>	_____%
Connectivity to the Internet: Wiring and infrastructure	<input type="radio"/>	<input type="radio"/>	_____%
Connectivity to the Internet: Costs for services (e.g., cost of internet service provider; telecommunications costs)	<input type="radio"/>	<input type="radio"/>	_____%
Software and online resources (e.g., purchasing new software or additional copies or licenses for instructional or administrative uses)	<input type="radio"/>	<input type="radio"/>	_____%
Distance learning (e.g., telecourses for students; Web-based professional development for teachers)	<input type="radio"/>	<input type="radio"/>	_____%
Program administration and other activities related to program administration (e.g., to pay the salary of the Technology and/or Network Coordinator)	<input type="radio"/>	<input type="radio"/>	_____%
Program evaluation	<input type="radio"/>	<input type="radio"/>	_____%
Other. Please specify:	<input type="radio"/>	<input type="radio"/>	_____%
TOTAL			100%

4. As a whole, to which technology-related uses has TLCF funding been directed? This question refers to all TLCF funds awarded by the State, not just funds reserved for State-level activities.

Degree to which TLCF funding has been directed to the following technology-related uses:	Funds directed to this use?		If yes, please <u>estimate</u> what percentage of funds was directed to this use:
	YES	NO	
Professional development for teachers: Focus on technology use and skills (e.g., in computer basics, using multimedia, etc.)	<input type="radio"/>	<input type="radio"/>	_____%
Professional development for teachers: Focus on integrating technology for instruction (e.g., teaching core academic subject areas, writing lesson plans and units that integrate computer activities with curriculum; developing computer-based activities; implementing research-based best practices)	<input type="radio"/>	<input type="radio"/>	_____%
Technology maintenance and technical support (e.g., installing, troubleshooting, maintaining equipment, networks, operating systems and software)	<input type="radio"/>	<input type="radio"/>	_____%
Computers and other educational technology hardware (e.g., purchasing more computers or peripherals, upgrading existing stock)	<input type="radio"/>	<input type="radio"/>	_____%
Connectivity to the Internet: Wiring and infrastructure	<input type="radio"/>	<input type="radio"/>	_____%
Connectivity to the Internet: Costs for services (e.g., cost of internet service provider; telecommunications costs)	<input type="radio"/>	<input type="radio"/>	_____%
Software and online resources (e.g., purchasing new software or additional copies or licenses for instructional or administrative uses)	<input type="radio"/>	<input type="radio"/>	_____%
Distance learning (e.g., telecourses for students; Web-based professional development for teachers)	<input type="radio"/>	<input type="radio"/>	_____%
Program administration and other activities related to program administration (e.g., to pay the salary of the Technology and/or Network Coordinator)	<input type="radio"/>	<input type="radio"/>	_____%
Program evaluation	<input type="radio"/>	<input type="radio"/>	_____%
Other. Please specify:	<input type="radio"/>	<input type="radio"/>	_____%
TOTAL			100%

5. Since July 1, 1997, to which technology-related uses has non-State, non-TLCF funding generally been directed? These funds include monetary and in-kind contributions to the State from foundations or other private sources.

Degree to which <u>non-State, non-TLCF</u> funding has been directed to the following technology-related uses:	Funds directed to this use?		If yes, please <u>estimate</u> what percentage of funds was directed to this use:
	YES	NO	
Professional development for teachers: Focus on technology use and skills (e.g., in computer basics, using multimedia, etc.)	<input type="radio"/>	<input type="radio"/>	_____%
Professional development for teachers: Focus on integrating technology for instruction (e.g., teaching core academic subject areas, writing lesson plans and units that integrate computer activities with curriculum; developing computer-based activities; implementing research-based best practices)	<input type="radio"/>	<input type="radio"/>	_____%
Technology maintenance and technical support (e.g., installing, troubleshooting, maintaining equipment, networks, operating systems and software)	<input type="radio"/>	<input type="radio"/>	_____%
Computers and other educational technology hardware (e.g., purchasing more computers or peripherals, upgrading existing stock)	<input type="radio"/>	<input type="radio"/>	_____%
Connectivity to the Internet: Wiring and infrastructure	<input type="radio"/>	<input type="radio"/>	_____%
Connectivity to the Internet: Costs for services (e.g., cost of internet service provider; telecommunications costs)	<input type="radio"/>	<input type="radio"/>	_____%
Software and online resources (e.g., purchasing new software or additional copies or licenses for instructional or administrative uses)	<input type="radio"/>	<input type="radio"/>	_____%
Distance learning (e.g., telecourses for students; Web-based professional development for teachers)	<input type="radio"/>	<input type="radio"/>	_____%
Program administration and other activities related to program administration (e.g., to pay the salary of the Technology and/or Network Coordinator)	<input type="radio"/>	<input type="radio"/>	_____%
Program evaluation	<input type="radio"/>	<input type="radio"/>	_____%
Other. Please specify:	<input type="radio"/>	<input type="radio"/>	_____%
TOTAL			100%

6. Were any of the following types of technical assistance offered to districts during the State TLCF competitions?

Type of technical assistance offered:	FY 1997-1998		FY 1998-1999		FY 1999-2000	
	YES	NO	YES	NO	YES	NO
Personalized technical assistance						
State-wide conference or regional briefings to discuss competition requirements	<input type="radio"/>					
Training sessions for grant writing	<input type="radio"/>					
Training sessions for developing technology plans	<input type="radio"/>					
Feedback on district technology plans	<input type="radio"/>					
Assistance in developing plans for evaluating the use of educational technology	<input type="radio"/>					
District visits	<input type="radio"/>					
Telephone/email help lines	<input type="radio"/>					
Information resources						
Web-based materials	<input type="radio"/>					
E-mail distribution list or listserv	<input type="radio"/>					
Sample technology plans	<input type="radio"/>					
Sample successful proposals (whole or pieces of proposals)	<input type="radio"/>					
Other. Please specify:	<input type="radio"/>					

7. How many of the TLCF applicants received the following types of technical assistance and received funding?

Type of technical assistance offered:	FY 1997-1998			FY 1998-1999			FY 1999-2000		
	Don't Know	Applicants NOT Funded	Funded Applicants	Don't Know	Applicants NOT Funded	Funded Applicants	Don't Know	Applicants NOT Funded	Funded Applicants
State-wide conference or regional briefings to discuss competition requirements	<input type="radio"/>	_____	_____	<input type="radio"/>	_____	_____	<input type="radio"/>	_____	_____
Training sessions for grant writing	<input type="radio"/>	_____	_____	<input type="radio"/>	_____	_____	<input type="radio"/>	_____	_____
Training sessions for developing technology plans	<input type="radio"/>	_____	_____	<input type="radio"/>	_____	_____	<input type="radio"/>	_____	_____
Feedback on district technology plans	<input type="radio"/>	_____	_____	<input type="radio"/>	_____	_____	<input type="radio"/>	_____	_____
Assistance in developing plans for evaluating the use of educational technology	<input type="radio"/>	_____	_____	<input type="radio"/>	_____	_____	<input type="radio"/>	_____	_____
District visits	<input type="radio"/>	_____	_____	<input type="radio"/>	_____	_____	<input type="radio"/>	_____	_____

8. What methods were used to evaluate the effectiveness of the technical assistance provided by the State to TLCF applicants?

	FY1997-1998	FY1998-1999	FY1999-2000
No evaluation was done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Method of evaluation	YES	NO	YES	NO	YES	NO
Participant evaluations/feedback	<input type="radio"/>					
Number of proposals submitted	<input type="radio"/>					
Proportion of proposals submitted from districts that received technical assistance						
Proportion of funded applications from districts receiving vs. not receiving technical assistance	<input type="radio"/>					
Other. Please specify:	<input type="radio"/>					

9. What were the results of the evaluation(s)? What changes, if any, were made to the amount and/or type of technical assistance offered in subsequent competitions?

10. Have there been any barriers to the implementation of the TLCF in your State? If so, what have been the biggest barriers? Were the barriers at the State or district level?

SECTION IV. EVALUATION OF EDUCATIONAL TECHNOLOGY INITIATIVES

An important aspect of program implementation is evaluation of the program itself. Please tell us about the ways your State is assessing the impact of its technology initiatives.

1. Did the State conduct, or is the State planning to conduct, any evaluations of its educational technology initiatives? If so, why were State evaluations of educational technology conducted (or are planned to be conducted)?

The State did not and is not planning to conduct any evaluations of educational technology. ⁸	<input type="radio"/>
--	-----------------------

Reason for evaluation of technology:	YES	NO
Evaluations are a component of the State technology plan	<input type="radio"/>	<input type="radio"/>
For accountability purposes	<input type="radio"/>	<input type="radio"/>
For program improvement	<input type="radio"/>	<input type="radio"/>
To provide data to schools and districts	<input type="radio"/>	<input type="radio"/>
To collect information for use in State-level decision-making	<input type="radio"/>	<input type="radio"/>
Evaluations are a federal requirement	<input type="radio"/>	<input type="radio"/>
Evaluations are a State requirement	<input type="radio"/>	<input type="radio"/>
Evaluations are a requirement for private funding	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>

2. Which one of the reasons above is the primary reason for evaluating educational technology?

3. What data does your State collect (or plan to collect) to evaluate the use of educational technology? Please include data gathered by the State itself and data obtained from a third party (e.g., federal government, commercial data provider).

Educational technology data collected	NEVER BEEN COLLECTED AND NO PLANS TO COLLECT	COLLECTED, BUT NOT ON A REGULAR BASIS	COLLECTED ON A REGULAR BASIS (AT LEAST EVERY 2 YEARS)	COLLECTION IS PLANNED
Professional Development Related to the Use of Technology for Instruction				
Numbers of teachers receiving professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Duration of professional development for teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content of professional development for teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of courses taken/continuing education credits earned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

⁸ If no evaluations were collected the respondent will be brought to Q7 automatically.

Educational technology data collected	NEVER BEEN COLLECTED AND NO PLANS TO COLLECT	COLLECTED, BUT NOT ON A REGULAR BASIS	COLLECTED ON A REGULAR BASIS (AT LEAST EVERY 2 YEARS)	COLLECTION IS PLANNED
Technical Support for Teachers				
Amount of technical assistance for teachers (e.g., number of support requests fulfilled; number of support staff available)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of technical assistance for teachers (e.g., response time to support requests; ratings of effectiveness of assistance given)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of Modern Computers in the Classroom				
Hardware inventory (e.g., numbers of computers, peripherals)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Security procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Status of implementation (e.g., has the equipment been installed)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student <u>access</u> to computers in instructional contexts (e.g., types of computers available, location of equipment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to technology in high poverty schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of technology in high poverty schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Amount of time students use technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student home access to computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student community access to computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connectivity to the Internet				
Student school access to the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student home access to the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student community access to the Internet (e.g., in community centers or libraries)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counts or percentages of classrooms and schools networked to a LAN or WAN	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student home access to the LAN or WAN	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student community access to the LAN or WAN	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making Software and Online Resources an Integral Part of Every School Curriculum				
Amount of software available (e.g., how many computers have a specific type of software installed)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Types of software available (e.g., word processing, graphics, skill exercises or practice programs)	<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"/>

4. What outcome data related to educational technology does your State collect or plan to collect? Please include data gathered by the State itself and data obtained from a third party (e.g., federal government, commercial data provider).⁹

Technology-related outcome data being collected	NEVER BEEN COLLECTED AND NO PLANS TO COLLECT	COLLECTED, BUT NOT ON A REGULAR BASIS	COLLECTED ON A REGULAR BASIS (AT LEAST EVERY 2 YEARS)	COLLECTION IS PLANNED
Teacher Outcomes				
Teacher technology proficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher use of technology in preparing lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher use of technology during instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher use of computerized testing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher use of student performance data to improve instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher integration of technology into subject area lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher collaboration using technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Role of technology in classroom organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of teaching using technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher attitudes towards technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Outcomes				
Student technology proficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Purposes for which students use technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impact of technology on student achievement on State or local assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impact of technology on improving students' critical thinking strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impact of technology on improving students' achievement in core subject areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' attitudes towards technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impact of technology on other student-related outcomes such as educational aspirations, dropout rates or attendance. Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parental Outcomes				
Impact of technology on parental satisfaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impact of technology on parental involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parental attitudes towards technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impact of technology on communication with parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrator Outcomes				
Impact of technology on administrative efficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrators' attitudes toward technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrators' use of technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Outcomes. Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

⁹ In Q4, for any student or teacher outcome data reported as being collected, the Web-based version will ask in which grades and subject areas the outcome data are gathered.

5. If the State has evaluated the impact of educational technology on student achievement, which subject areas and grade levels were evaluated?

	ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
Language Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-core academic areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocational education		<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Have the results of State evaluations of the use of educational technology in the State been reported? If so, who received the information? How was the information reported?

Results of State evaluations of educational technology have not been reported	<input type="radio"/>
---	-----------------------

	YES	NO	DON'T KNOW
Who received the information:			
Legislators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Districts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How information was reported:			
Meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Newsletters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Published report (e.g., technical report)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Web site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Press release	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is the report available electronically? If so, please list the URL:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Did the State collect some or all of the TLCF sub-grant evaluations? How were these evaluations used?

The State did not collect TLCF sub-grant evaluations.	<input type="radio"/>
The State collects TLCF sub-grant evaluations, but has not yet decided how to use this information.	<input type="radio"/>

Because of the results of the evaluation:	YES	NO
...quantity and/or type of technical assistance offered was changed	<input type="radio"/>	<input type="radio"/>

Because of the results of the evaluation:	YES	NO
...the structure of sub-grant competitions was changed	<input type="radio"/>	<input type="radio"/>
...the way funds were targeted was changed	<input type="radio"/>	<input type="radio"/>
...allocation of State funds to districts was changed	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>

8. What has been the most successful piece of TLCF implementation in your State? What would you want to share with other States as something that works?

9. Do you have any advice or suggestions for the U.S. Department of Education for improvement of the TLCF program? What would you do differently? Other than "more funding" what changes would you like to see?

SECTION V. THANK YOU!

We are very grateful for your contributions to this project.

Please use the space below to share with us any comments you have regarding this survey as a whole.

If you have any questions about this survey, please contact Teresa García at tgarcia@air.org, or call toll-free, 1-888-944-5001 (select Option 3). All study participants will be notified of the availability of the final report once it is completed.