

Teaching Learning, and Computing: 1998

A National Survey of Schools and Teachers
Describing Their Best Practices, Teaching Philosophies, and Uses of Technology

Teacher's Survey: Combined Versions 1-4

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Research funded by the National Science Foundation
and the Office of Educational Research and Improvement,
U.S. Department of Education

Study Endorsers:

National Association of Elementary School Principals (NAESP)
National Association of Secondary School Principals (NASSP)
Association for Supervision and Curriculum Development (ASCD)
American Association of School Administrators (AASA)
National Catholic Educational Association (NCEA)
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Note: Left margin indicates question number for combined data file, version numbers in which each question or question part (item) appears, and the letter (question part) where that item appears in each version, if different by version. The final page contains a table indicating which question numbers in each version are associated with a particular question number in the combined version.

PART J. YOUR TEACHING PHILOSOPHY

J1. The following paragraphs describe observations of two teachers' classes, Ms. Hill's and Mr. Jones'. Answer each question below by checking the box under the column that best answers that question for you.

Ms. Hill was leading her class in an animated way, asking questions that the students could answer quickly; based on the reading they had done the day before. After this review, Ms. Hill taught the class new material, again using simple questions to keep students attentive and listening to what she said.

Mr. Jones' class was also having a discussion, but many of the questions came from the students themselves. Though Mr. Jones could clarify students' questions and suggest where the students could find relevant information, he couldn't really answer most of the questions himself.

	Definitely Ms. Hill's	Tend towards Ms. Hill's	Can't decide	Tend towards Mr. Jones'	Definitely Mr. Jones'
a. Which type of class discussion are you more comfortable having in class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Which type of discussion do you think most students prefer to have?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. From which type of class discussion do you think students gain more knowledge?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. From which type of class discussion do you think students gain more useful skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

J2. Indicate how much you disagree or agree with each of the following statements about teaching and learning.

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
v2a a. Teachers know a lot more than students; they shouldn't let students muddle around when they can just explain the answers directly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v3a v4a b. A quiet classroom is generally needed for effective learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v2b v3b v4b c. Students are not ready for "meaningful" learning until they have acquired basic reading and math skills.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v1a v3c v4c d. It is better when the teacher –not the students–decides what activities are to be done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v1b v3d v4d e. Student projects often result in students learning all sorts of wrong "knowledge".....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v1e v2e v3e						

- v1f f. Homework is a good setting for having
v2f students answer questions posed in their
v3f textbooks.....
- v1g g. Students will take more initiative to learn
v2g when they feel free to move around the
v3g room during class.....
- v4g
- v1h h. Students should help establish criteria on
v2h which their work will be assessed.....
- v3h
- v4h
- v1c i. Instruction should be built around problems
v2c with clear, correct answers, and around
v4e ideas that most students can grasp quickly
- v1d j. How much students learn depends on how
v2d much background knowledge they have—
v4f that is why teaching facts is so necessary..

J3. Different teachers have described very different teaching philosophies to researchers. For each of the following pairs of statements, check the box that best shows how closely your own beliefs are to each of the statements in a given pair. The closer your beliefs to a particular statement, the closer the box you check. Please ✓ only one for each set.

- ALL**
- a. "I mainly see my role as a facilitator. I try to provide opportunities and resources for my students to discover or construct concepts for themselves." "That's all nice, but students really won't learn the subject unless you go over the material in a structured way. It's my job to explain, to show students how to do the work, and to assign specific practice."
 - b. "The most important part of instruction is the content of the curriculum. That content is the community's judgment about what children need to be able to know and do." "The most important part of instruction is that it encourage "sense-making" or thinking among students. Content is secondary."
 - c. "It is useful for students to become familiar with many different ideas and skills even if their understanding, for now, is limited. Later, in college, perhaps, they will learn these things in more detail." "It is better for students to master a few complex ideas and skills well, and to learn what deep understanding is all about, even if the breadth of their knowledge is limited until they are older."
 - d. "It is critical for students to become interested in doing academic work—interest and effort are more important than the particular subject-matter they are working on." "While student motivation is certainly useful, it should not drive what students study. It is more important that students learn the history, science, math and language skills in their textbooks."

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

J4. Teachers know that different approaches sometimes work for different types of students and that a mix of approaches is often the best. Between the two basic approaches shown, what mix of lesson time do you think is best for each of these types of students?

Giving students background factual knowledge and directly teaching concepts	Using active learning approaches like student discussions, projects, and presentations
90%	90%
70%	70%
50-50	50-50

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 90% | 70% | 50-50 | 70% | 90% |
| a. For 5th grade students learning American history..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. For 11th grade students in a college prep science class..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. For 8th grade students who are not doing much work but enough to "get by"..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. For an enthusiastic learner in one of your classes..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. For a slow learning and unmotivated student whom you teach..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

J5. Which THREE of the following do you believe are the most important objectives that middle and high school education should have? Please ✓ the 3 most important objectives.

V3
V4

1. Mastery of content in science, history, algebra, and literature
2. Developing talent in the performing arts or athletics.....
3. Competence in writing and in oral communication.....
4. Learning to reason carefully and use evidence well
5. Being able to work well in groups, and understand different views.....
6. Being interested and able to learn independently
7. Wanting to help others and contribute to the general community.....
8. Developing skills in using computers to analyze and present ideas.....

J6. The following statements are about schooling and social issues. Indicate your agreement or disagreement with each.

V3
V4

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
a. The American economy will be sufficiently strong during the next two or three decades to provide a place in the working world for people of all skill levels.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. In the 21st century world economy, there won't be nearly enough "blue-collar" and service jobs for the numbers of people who typically graduate from high-school and don't go on to college.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. A good academic education, through college, will provide students the most important skills and knowledge they will need to succeed in work.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Most high school and college education does not provide what students now need—a capacity to take initiative, to organize work with others, to deal with novel problems, and to use technologies..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Schools have generally failed to educate most students from lower class backgrounds enough for them to escape the poverty of their origins.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Good basic reading and mathematics skills and learning the important facts of history and science will enable most students from immigrant and poor families to succeed in school and later life.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

J7. How useful are each of the following kinds of assessments for you in judging how well students are learning?

ALL

	Not Useful	Slightly Useful	Moderately Useful	Very Useful	Essential
a. Short-answer and multiple-choice tests...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Essay tests.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Open-ended problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Individual and group projects.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Standardized test results.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Student presentations/performances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART K. YOUR TEACHING PRACTICE IN ONE CLASS

K1. Circle the grades that you teach.

ALL pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

K2. How many different children or adolescents do you teach during a week in all of your classes combined?..... _____

ALL

K3. Complete the following table about the classes you are teaching now. List each class period you teach on a separate line, even if the classes are in the same subject. If you teach a single self-contained class all day, write "self-contained." If your teaching assignment changes frequently, use your current responsibilities.

ALL

For each class you teach, write the specific title or subject of the class (e.g., Algebra II; Reading-Lang. Arts), and check (✓) the achievement or ability levels of the students in that class relative to all children or adolescents of that age. Check ALL achievement levels that apply to at least 5 students. By "very low" or "very high," we mean more than a year below or above average students in that grade.

CLASS TITLE (OR "SELF-CONTAINED")	ACHIEVEMENT OR ABILITY LEVELS (Check ALL that apply to at least 5 students)				
		Below		Above	
	Very Low	Average	Average	Average	Very High
1. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

K4. In which of your classes (i.e., specific period of your teaching day), are you most satisfied with your teaching—where you accomplish your teaching goals most often?

ALL Select only one. If you teach only one class, circle “1”.

- a. CIRCLE the LINE # for this class from the previous table (K3): 1 2 3 4 5
- b. In this class, what are the students’ grade levels..... _____
- c. Number of students enrolled..... _____
- d. Number of LEP (limited English proficient)..... _____
- e. Number of mainstreamed special education students..... _____
- f. Hours per week you teach this class..... _____

Please refer to this one class when answering the remaining questions in this section. If this is a self-contained class, answer the next **two** questions about the subject with which you usually start the day.

K5. How would you characterize the number of topics (i.e., themes, units, or chapters in a textbook) that you cover in this class? Would you say it was...

ALL

- 1. A very large number
- 2. A large number, but covered in some depth
- 3. A moderate number covered in depth.....
- 4. A small number covered in great depth.....

K6. When you introduced the current unit in this class, which of the following approaches did you use during the first two or three lessons? If you haven’t completed lesson three, answer about the previous unit you completed.

ALL

In Introducing the Current Unit:	Didn't Use and Rarely Do	Didn't Use but Often Do	Used This Time
a. I offered the class a reward for doing well on the unit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I had students do introductory drills on skills or facts.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I had students discuss the topic among themselves in small groups.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I asked students to make conjectures about what they will learn or discover during the unit.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I raised questions about the unit that I did not know the answers to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

K7. Over the last 5 hours that you taught this class, roughly how many minutes did students spend in each of the following activities?

V3
V4

Under 30 mins. 30-60 mins. 1-1/4 to 2 hours Over 2 hours

- | | Under 30 mins. | 30-60 mins. | 1-1/4 to 2 hours | Over 2 hours |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Teacher led a whole-class discussion (students listened and answered questions) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Students led a discussion or gave a presentation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Students worked on their own on assignments at their desks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Students worked together in small groups to complete an assignment as a team | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

K8. About how often do students in this class take part in the following types of activities?

ALL

Never Some-times 1-3 times per Month 1-3 times per Week Almost Everyday

- | | Never | Some-times | 1-3 times per Month | 1-3 times per Week | Almost Everyday |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Work individually answering questions in the textbook or worksheets..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Do hands-on/laboratory activities..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Work on projects that take a week or more..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Write in a journal | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Suggest or help plan classroom activities or topics..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Work in small groups to come up with a joint solution or approach to a problem or task | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Work on problems for which there is no obvious method of solution..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Write an essay in which they are expected to explain their thinking or reasoning at some length..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

K9. When you ask students questions in this class, how often are you trying to accomplish the following goals?

ALL

Never Some-times Often Very often Always

- | | Never | Some-times | Often | Very often | Always |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. See if students know the correct answer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. See if students have done the homework | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Elicit students' ideas and opinions..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- d. Get students to justify and explain their reasoning.....
- e. Have students relate what they are working on to their own experiences

K10. Teachers sometimes discuss with students why the topics, skills, or facts they are studying are important or interesting. Indicate how often you use each reason in this class.

V3
V4

	Never say	Seldom say	Sometimes say	Often say	Very Often say
a. How it will help them to get a good grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. How important it is for learning later units in the course.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. How it will help them get a good job or into college.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. How useful it is in real life outside of school.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. How significant it is for understanding another idea, which you then describe at some length.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

K11. How often do you give the following kinds of assignments to this class?

ALL

	Never	Some-times	1-3 times per Month	Once a Week or More
a. Students hold a debate and argue for a particular point of view which may not be their own.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Students have to design their own problems to solve.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Students decide on their own procedures for solving a complex problem and then discuss among themselves their different procedures and results...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Students write an essay or hold a serious discussion assessing their own work on a paper or project--what they did well, how they could have improved it, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Assignments where students have to represent the same idea or relationship in more than one way--e.g., in math, by a table and a graph; in English, by a poem and an essay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Students make a product that will be used by someone else.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Students demonstrate their work to an audience including people <u>other than</u> from the school or their family.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Tasks where there is no indisputably correct answer--where truth is complex and perhaps impossible to know.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART L: YOUR USE OF COMPUTERS

In this section, please answer in reference to the same class as in the previous section.

L0. Please check the one description of computer use that most closely applies to you.

ALL

- | | |
|---|--------------------------|
| 1. I (or my students) use computers in the same class described in the previous section... | <input type="checkbox"/> |
| | Continue at L1. |
| 2. I use computers in other classes, but not in that particular class..... | <input type="checkbox"/> |
| | Skip to L8. |
| 3. I use computers only to prepare for classes or in other professional activities..... | <input type="checkbox"/> |
| | Skip to L9. |
| 4. I don't currently use computers either with my students or for professional activities but have done so in the past..... | <input type="checkbox"/> |
| | Skip to L10. |
| 5. I have never used computers in teaching or for any professional activities | <input type="checkbox"/> |
| | Skip to L18. |

L1. On how many days since September has a typical student in this particular class used a computer while you were teaching their class? ✓ one choice.

ALL

- | | |
|--------------------------|--------------------------|
| 1. 1-5 times | <input type="checkbox"/> |
| 2. 6-10 times | <input type="checkbox"/> |
| 3. 11-20 times | <input type="checkbox"/> |
| 4. 21-40 (weekly)..... | <input type="checkbox"/> |
| 5. 41+ (twice/week)..... | <input type="checkbox"/> |

L2. Typically, how many students operate any one computer at one time during this class? ✓ the most common arrangement, or ✓ two if two are equally common.

ALL

- | | |
|----------------------------------|--------------------------|
| 1. One student..... | <input type="checkbox"/> |
| 2. In pairs (2)..... | <input type="checkbox"/> |
| 3. In groups of 3-4..... | <input type="checkbox"/> |
| 4. Other (Please specify): _____ | <input type="checkbox"/> |

L3. Where do students use computers during this class and how many computers are available in each room? ✓ the most common arrangement, or ✓ two if two are equally common.

ALL

- | | # of Computers |
|--------------------------------|--------------------------------|
| 1. Classroom..... | <input type="checkbox"/> _____ |
| 2. Computer Lab..... | <input type="checkbox"/> _____ |
| 3. Media Center | <input type="checkbox"/> _____ |
| 4. Other: (Please specify):... | <input type="checkbox"/> _____ |

(# of Computers: V3 & V4 only.
See question L7 for V1 & V2.)

- L4.** In your opinion, what are the best computer programs students in this class have used? Indicate the titles of these programs (including Internet access programs) and what your students used the software to do. (Emphasize those that you believe are most useful to most students.)
- V3**
- V4**

"BEST" SOFTWARE TITLES USED IN THIS CLASS	WHAT STUDENTS USED THE SOFTWARE TO DO
1. _____ _____	1. _____ _____
2. _____ _____	2. _____ _____
3. _____ _____	3. _____ _____

L5A. Which of the following are among the objectives you have for student computer use?

ALL

✓ ALL that apply

- 1. Mastering skills just taught.....
- 2. Remediation of skills not learned well.....
- 3. Expressing themselves in writing.....
- 4. Communicating electronically with other people.....
- 5. Finding out about ideas and information.....
- 6. Analyzing information.....
- 7. Presenting information to an audience.....
- 8. Improving computer skills.....
- 9. Learning to work collaboratively.....
- 10. Learning to work independently.....
- 11. Other (describe): _____

L5B. Which 3 objectives from the list above have been your most important ones? (Write 3 numbers from above list.)

ALL

a. _____ ,

b. _____ and

c. _____

L6. Whether or not students use computers during class time, some students may use computers to do work for this class at other times. How many students in this class have done work for this class using computers in each of these settings on at least several occasions?
 V1
 V2

	None or few	1/4	1/2	3/4	All students
a. At other times while at school (lunch, before or after school, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. At home (or outside of school)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

L7. How many computers are available for your students in each of these locations, and which type of computer do they use? Note: IBM and similar PCs are listed below as "Win/DOS," standing for Windows and DOS operating systems.
 V1
 V2

Answer only for locations where students use computers for **this class**. Write "NA" if location not used.

	NUMBER OF COMPUTERS PRESENT	WHICH TYPE OF COMPUTER DO STUDENTS USE MOST? (Check the predominant type of computer in that room)			
		Mac	Win/DOS	Apple II	Other
a. My own classroom.....	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. School library or media center	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Computer lab	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

L8. The remaining questions refer to ANY of the classes that you teach. For each of the following types of software, please indicate for how many lessons your students have used that type of software this year in ANY of your classes.
 ALL

	No lessons	1-2 lessons	3-9 lessons	10+ lessons
a. Games for practicing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Simulations or exploratory environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Encyclopedias and other references on CD-ROM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Word processing.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Software for making presentations (e.g., PowerPoint)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Graphics-oriented printing (e.g., Print Shop).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Spreadsheets or database programs (creating files or adding data)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Hyperstudio, HyperCard, or other multimedia authoring environment.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. World Wide Web browser.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Electronic mail.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

L9. In which of these ways do you use computers in preparing for teaching your classes or in other professional activities?

ALL

Do not use Occasionally Weekly More often

I use computers to:

- | | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a. | Record or calculate student grades | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. | Make handouts for students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. | Correspond with parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. | Write lesson plans or related notes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. | Get information or pictures from the Internet for use in lessons | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. | Use camcorders, digital cameras, or scanners to prepare for class..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. | Exchange computer files with other teachers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. | Post student work, suggestions for resources, or ideas and opinions on the World Wide Web..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

L10. How many years ago, if at all, did you first use computers in the following ways?

ALL

Never In the last 2 years 3-5 years ago 6-9 years ago 10+ years ago

- | | | | | | | |
|----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. | For assigning computer tasks to students in your classes..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. | For your own work (e.g., grading, handouts, transparencies, etc.)..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. | For other activities (e.g., personal e-mail, word processing, games)..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

L11. In what setting did you first become reasonably comfortable with using computers?

ALL

✓only one

1. While I was a student in high school or earlier.....
2. While in college or getting first teaching credential.....
3. While working in another job, outside of teaching.....
4. During my first 3 years in teaching.....
5. More recently during my teaching career.....
6. Other (describe):.....
7. I am still not "reasonably familiar and comfortable with using computers"

L12. How much experience have you had with each of the following types of computers?

ALL

	None	A little	Moderate amount	Very experienced	Expert level
a. Windows/DOS PC (IBM style).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Macintosh or Power Macintosh.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Apple II series	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

L13. For how many years, if at all, have you had a computer at your home? A modem? If you don't have a computer or a modem at home, please write "0".

ALL

- a. Computer at home _____ Years
- b. Modem at home _____ Years

A central aspect of this study is learning how teachers' use of computers has changed over the past five years.

L14. How important were computers in your teaching in each of the past five academic years?

V1
V3
V4

	Did not use computers	Minor Importance	Moderately Important	Very Important
a. This Year: (1997-1998).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Last Year: (1996-1997).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. 1995-1996.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. 1994-1995.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. 1993-1994.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

L15. For each year that you indicated computers were moderately or very important in your teaching, what was the most valuable computer software that you or your students used and why was it valuable for you? How did you or your students use it? What objectives did it help you reach?

V1
V2

If no computer software or application was worthwhile for you that year, write "none."

	MOST VALUABLE SOFTWARE	WHY THAT SOFTWARE WAS VALUABLE THAT YEAR
a. This Year	_____	_____
b. Last Year	_____	_____

c. 1995-1996...	
d. 1994-1995...	
e. 1993-1994...	

L 16. Over the past five years, have your students ever used computers in the following ways?

ALL

	No	Partly	Yes
a. Collect data from people, newspapers, or the environment, enter the results into the computer, and present conclusions using graphic software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Collaborate with classes in other schools and compile information for a project directed by teachers or by outside scientists.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Write a story, then illustrate it with scanned images or digitized pictures, record sounds for the story, and make a multimedia presentation using Hyperstudio.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Become expert about a topic and publish text and pictures on the Web.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Write a computer program to control a robotic device that they built.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

L 17. Compared to five years ago, are you using computers more frequently or less frequently in these ways?

V 2
V 3
V 4

	Less frequently now	Stayed the same	More frequently now	MUCH more now
a. Trying out new software or technologies.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Using computers for class preparation (e.g., handouts, overheads).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Using computers for non-work activities.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Assigning students to use computers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Suggesting that students use computers in their projects.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

L 18. We would like you to assess your own current skills related to using computers.

ALL

I know how to:	No	Somewhat	Yes
a. display the directory of a disk.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. copy files from one disk to another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. create a new database and establish fields and screen layouts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. imbed graphics into a word-processor document.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. prepare a slide show using presentation software.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. use a World Wide Web search engine.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. develop a multimedia document using Hyperstudio or similar authoring software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

L19. How valuable do you think the following equipment and software might be for your teaching, whether or not you are currently using it?

ALL		Not needed	Some value	Valuable	Essential	Don't know
	a. A telephone in your classroom.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. At least 6 computers in your classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Teacher's computer station with electronic mail access.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d. World Wide Web access in your classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	e. A full page scanner for digitizing photos and graphics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	f. Video camera (camcorder)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	g. Encyclopedias and other reference works on CD-ROM.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	h. Presentation software (e.g., PowerPoint)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	i. Hyperstudio, HyperCard, other multimedia authoring program.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

L20. Which of these are advantages of using computers in teaching? If you haven't had enough experience with computers to have an opinion, check the "don't know" box.

ALL		Not true, not an advantage	Somewhat true, a mild advantage	True, a modest advantage	True, a strong advantage	Don't know
v1a v3c v4c	a. Students create better-looking products than they could do with just writing and other traditional media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v2a v3a v4a	b. Computers provide a welcome break for students from more routine learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v2b v3b v4b	c. Students help one another more while doing computer work.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v1b v3d v4d	d. Students take more initiative outside of class time--doing extra research or polishing their work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v1e v2e v3e	e. Students' writing <u>quality</u> is better when they use word processing.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v1c v2c v4e	f. Students work harder at their assignments when they use computers...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v1d v2d v4f	g. Students are more willing to do second drafts.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

v1f h. 'Average' students are communicating
 v2f and producing in ways only 'gifted' ones
 v3f did before.....

**L21. Which of these are disadvantages
 of using computers in teaching?
 ALL**

Not true,
not a
disadvantage

Somewhat
true, a mild
disadvantage

True, a
modest
disadvantage

True, a
strong
disadvantage

Don't
Know

v1a a. Computers are too unpredictable—
 v2a they "crash," or the software doesn't
 v3a work right.....
 v4a

v2b b. Computers are hard to figure out how
 v3b to use.....
 v4b

v1b c. Many students use computers in
 v3c order to avoid doing more important
 v4c school work

v1e d. Many students are not careful
 v2e enough with this expensive
 v3d equipment.....

v1f e. It is difficult to integrate computer
 v2f activities into most of my regular
 v3e lesson plans

v1g f. Often too many students need my
 v3f help at the same time.....
 v4f

v2g g. Students often get so wound up, I
 v3g can't get them to settle down
 v4g afterwards.....

v1c h. A teacher has to give up too much
 v2c instructional responsibility to the
 v4d computer software--I feel I'm not really
 "teaching"

v1d i. Students can cheat easier--copying
 v2d work and turning it in as their own
 v4e

M4B. How much of a role have computers played in the changes to student assignments you reported above?

V1
V2

✓ only one.

1. No role at all (computers were not related to those changes)
2. A minor role (in most cases).....
3. A substantial role in many cases.....
4. A major role in most of those change.....
5. Not applicable/No changes

M5A. Compared to 3 years ago, how much do you give the following types of assignments?

V1
V2

- v1a a. Have students teach or help other students
- v1b b. Have students explore a topic on their own, without direction.....
- v1c c. Have students review and revise their own work
- v1d d. Have students make predictions and investigate them.....
- v2a e. Have students work on long projects.....
- v2b f. Have students answer questions in their textbooks.....
- v2c g. Have students work in groups.....
- v2d h. Have students write a page or more on a single subject.....

Less Now than 3 years ago	Same as Before	More Now	MUCH More Now	Never Did
---------------------------------------	-------------------	-------------	---------------------	--------------

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

M5B. How much of a role have computers played in the changes to student assignments you reported above?

V1
V2

✓ only one.

1. No role at all (computers were not related to those changes)
2. A minor role (in most cases).....
3. A substantial role in many cases.....
4. A major role in most of those changes.
5. Not applicable/No changes

M6A. Compared to three years ago, how much do you:

V1
V2

- v1&2a a. Work with other teachers on curriculum planning?....
- v1&2b b. Talk with other teachers about teaching strategies?.
- v1&2c c. Spend time preparing lessons?.....
- v1&2d d. Reflect deeply about what good teaching is?

Less Now than 3 years ago	Same as Before	More Now	MUCH More Now	Never Did
---------------------------------------	-------------------	-------------	---------------------	--------------

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

M6B. How much of a role have computers played in the changes you reported in the previous question?

V1
V2

✓ only one.

Computers played:

1. No role at all (were not related to those changes).....
2. A minor role (in most cases).....
3. A substantial role in many cases.....
4. A major role in most of those changes.....
5. Not applicable/No changes

M7. How have computers affected the way you do or think about the following?

V1
V2

	Not affected by computers	Small change because of computers	Moderate change because of computers	Big change because of computers
a. The way you organize space in your classroom.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The way you break up your class period into activities.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Your beliefs about curriculum priorities.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Your goals in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

M8. Considering all of the ways that you have changed your teaching practice over the past three years, how big of a role did each of the following reasons play?

V1
V2

	Not a reason	Minor reason	Moderate reason	Major reason
a. Changes in the subjects or grade levels you teach.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Changes in district policies and expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Changes in the climate or emphasis at your school.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Changes in the abilities or prior achievement of the students you teach.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Staff development and workshop experiences you have had	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Discussions you have had with colleagues at your school.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Discussions you have had with other people.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Changes in the main goals you have for students.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Changes in your understanding of how people learn or understand things.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Changes in the textbooks you are given to use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Opportunities and experiences you have had with computers or other technologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART N: YOUR WORK ENVIRONMENT

N1. How often do you have the following types of interactions with other teachers at school?		Never/ Seldom	Several per month	1-3 times per week	Almost daily
ALL					
v2a	a. Discussions about how to teach a particular concept [(to a class) - version 2].....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v3a					
v4a					
v1a	b. Discussions about ideas for student or group projects.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v3b					
v4b					
v1b	c. Discussions about computers, software, or the Internet.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v2b					
v3c					
v4c					
v1d	d. Informal discussions of personal matters, unrelated to teaching.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v2d					
v3d					
v1c	e. Discussions where we exchange different views about an issue within our common subject-area (e.g., science).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v2c					
v4d					
v1e	f. Visits to another teacher's classroom to observe their teaching.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v2e					
v3e					
v4e					
v1f	g. Informal observations of MY classroom by another teacher.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v2f					
v3f					
v4f					

N2. Since September, roughly how often have you had contact with teachers at OTHER schools through the following means?		Not this year	1-2 times	3-5 times	More often
ALL					
	a. A workshop, class, or conference with teachers from different schools.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. A committee meeting with teachers from different schools.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Electronic mail with teachers from other places.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

N4. Approximately, how many scheduled school or district staff development sessions have you participated in since June 1997?

ALL

- a. # of scheduled staff-development days or half-days (count half-day as 0.5): _____
- b. # of staff development meetings before or after school or evenings: _____
- c. # of sessions on non-work days (Saturdays, summer): _____

N5. In the formal staff development activities you have attended since June 1997, which of the following topics were discussed?

ALL

	Topic not discussed	Topic mentioned	Central topic
a. Content to teach your students.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. New knowledge about your subject-matter (for your own education)..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Improving how well students work in groups or peer discussions.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The mechanics of using computer technology and software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Integrating computers into instructional activities in your subject area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. How to use the Internet or other on-line activities.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. How to enable students to create multimedia presentations.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Connecting skills instruction with real-world applications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Connecting content with student interests or with students' prior beliefs.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Improving students' critical thinking or problem-solving.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Improving students' meta-cognition—their ability to monitor how well they are learning something.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Improving students' abilities to write or to review other students' writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

N6. What kinds of technology resources has the school provided for your use?

ALL

✓ ALL that apply

- 1. A telephone in your room.....
- 2. Easy access to photocopying with reasonable limits regarding cost-free use.....
- 3. Easy access to a fax machine.....
- 4. A desktop computer for your own use while at school.....
- 5. A laptop computer for using both at work and at home.....
- 6. A computer printer in your room or nearby
- 7. Access to computers in the teachers' lounge or department office
- 8. Access to electronic mail from your classroom, lounge, or office.....

- 9. Modem access to the Internet from your classroom
- 10. High speed access to the Internet from your classroom
- 11. A computer to borrow on occasion to use at home
- 12. Access to the school's computer network from home
- 13. Access to the Internet from home through a district Internet connection
- 14. None of the above
- 15. Other (please specify): _____

(In N6, versions 1, 2, & 4, items were numbered. In N6, version 3, items were lettered.)

N7. How adequate at your school is the supply of useful software for your needs?

ALL

	Poor	Fair	Good	Very good	Excel- lent	Don't Need or Don't Know
a. Instructional drills, games, and tutorials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Computer-based information sources (e.g., CD-ROM encyclopedias and databases)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Computer-based tools (e.g., word processors, database, presentation software, spreadsheets, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The number of licensed copies of specific software titles ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Funds for participating in on-line collaborative projects.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The next four questions ask about support that teachers may need in order to use computer technologies.

N8A. How often do you need each type of support?

V 2
V 3
V 4

	Not at all	Seldom	1-3 times a month	Weekly or more
a. Technical Support (e.g., computer and software fixes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Instructional Support (e.g., incorporating technology into your lessons).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Help in Supervising Students (e.g., aides, volunteers).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

N8B. How available is each type of support when you need it?

V 1
V 3
V 4

Not available Sometimes Frequently Mostly Almost always

-
- a. Technical Support (e.g., computer and software fixes)
 - b. Instructional Support (e.g., incorporating technology into your lessons).....
 - c. Help in Supervising Students (e.g., aides, volunteers).....

N8C. What is the quality of the support that you receive?

V 1
V 2
V 4

No support received Poor Fair Good Very good Exceller

-
- a. Technical Support
 - b. Instructional Support
 - c. Help in Supervising Students.....

N8D. How much more would you use computers in your teaching if you always received adequate support in these areas when you needed it?

V 1
V 2
V 3

No More Somewhat More More Much More

-
- a. Technical Support.....
 - b. Instructional Support.....
 - c. Help in Supervising Students.....

N9. In many schools, teachers are pressured to teach in ways that are inconsistent with their best judgment. To what extent do you feel pressured to do these things MORE than you would WANT to do them?

ALL

No Pressure Very Little Pressure Some Pressure A Lot of Pressure

-
- v3a a. To have students work in heterogeneous groups ..
 - v4b
 - v1a b. To have students use computers.....
 - v2b
 - v3b
 - v4c

v1b v2c v3c v4d	c. To have students use the Internet.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v2e v3d	d. To cover a large quantity of curriculum content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v1d v3e	e. To teach "meta-cognitive" skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v3f v4g	f. To collaborate with other teachers in lesson planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v1e v3g	g. To use a specific textbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v3h v4h	h. To keep a class quiet, even if that means students are less engaged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v1f v2f	i. To do "performance-based assessments"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v1g v2g	j. To have students do projects.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v1c v4f	k. To cover specific curriculum topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v1h v2h	l. To teach what next year's teachers expect my students to know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v2a v4a	m. To prepare students to take standardized tests.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v2d v4e	n. To do "higher-order" thinking and "problem-solving"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

N10. Please provide the following information about your own educational background.

ALL

a. College Major: _____

b. IF MAJOR WAS EDUCATION: Subject minor fields: _____

c. Name of College Granting Bachelor's Degree: _____

- d. College Grades (GPA) (✓ One)
- | | | |
|----|----------------|--------------------------|
| 1. | 2.0 – 2.2..... | <input type="checkbox"/> |
| 2. | 2.3 – 2.5..... | <input type="checkbox"/> |
| 3. | 2.6 – 2.8..... | <input type="checkbox"/> |
| 4. | 2.9 – 3.1..... | <input type="checkbox"/> |
| 5. | 3.2 – 3.4..... | <input type="checkbox"/> |
| 6. | 3.5+..... | <input type="checkbox"/> |

Since College:

e. # Of Courses Taken In Education Since College: _____

f. # Of Courses Taken Outside Of Education Since College: _____

g. Year of Most Recent Course for Credit:

- 1. None.....
- 2. Before 1990.....
- 3. 1990-92.....
- 4. 1993-95.....
- 5. 1996-98.....

h. Highest Degree:

- 1. BA/BS.....
- 2. BA +30 units.....
- 3. MA/MS.....
- 4. MA +30.....
- 5. Ed.D./Ph.D.....
- 6. Other (please specify) _____

N11. The following are used for verifying the representativeness of our sample.

ALL

a. What is your gender?

- 1. Male.....
- 2. Female.....

b. In what year were you born?

19 _____

c. Describe your ethnicity (✓ one).....

- 1. African-American.....
- 2. Asian-American.....
- 3. Latino/Hispanic-American.....
- 4. White (other than Latino).....
- 5. Other (Specify).....