

Teaching, Learning, and Computing: 1998
A National Survey of Schools and Teachers
Describing Their Best Practices, Teaching Philosophies, and Uses of Technology

Technology Specialist's Survey Booklet

Study Endorsers:

International Society for Technology in Education (ISTE)

National Education Association (NEA)

American Federation of Teachers (AFT)

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)

National School Boards Association (NSBA)

Council of Chief State School Officers (CCSSO)

Council for Exceptional Children (CEC)

National Science Teachers Association (NSTA)

National Council of Teachers of English (NCTE)

National Council of Teachers of Mathematics (NCTM)

National Council for the Social Sciences (NCSS)

Dear Colleague:

This school year, teachers and principals of 1,600 schools across the nation are participating in a survey funded by the National Science Foundation and the U.S. Department of Education. They are sharing their experiences and opinions about good teaching and the role that computer technologies might play in helping teachers achieve their professional objectives. This survey is the fifth in a series of national surveys we have conducted on school computer use, dating back to 1983, but it is the first one in six years. Your principal has agreed to your school's participation in this research and has identified you as your school's Technology Specialist -- the staff member who is most knowledgeable about technology training and support for teachers.

We are asking that you complete and return this survey booklet, following the instructions on the next page. When you have completed your survey booklet, put it in the enclosed business-reply envelope, seal it to protect your privacy, and drop it in the mail. Altogether, completing the survey should take approximately 45 to 60 minutes, although depending on how large your school is and how much computer technology is present, it could take 15 minutes more or less.

All information that you provide will be kept strictly confidential. No school or person will be identified in our reports without their own explicit authorization. Participation in the survey is voluntary, and any individual may withdraw at any time. However, the professional experiences and judgments that you and the other teachers provide are critical to helping policy makers understand the role that computer technology plays in helping teachers accomplish their instructional objectives.

Thank you very much for your input.

Sincerely yours,

Henry Jay Becker, Prof. of Education
University of California, Irvine

Ronald E. Anderson, Prof. of Sociology
University of Minnesota

PART A: NATURE AND COST OF TECHNOLOGY SUPPORT ACTIVITIES

A1. What tasks or work roles does your job include? ✓ ALL that apply.

- 1. Classroom teaching.....
- 2. Technology or computer coordinator.....
- 3. Networking coordinator
- 4. General administration
- 5. Media specialist.....
- 6. Other (please describe)_____
- 7. Other (please describe)_____

A2. Do you or someone else at your school hold the position of technology or computer coordinator? ✓ ALL that apply.

- 1. I formally serve as coordinator.....
- 2. I informally serve as coordinator
- 3. Someone else formally serves as coordinator.....
- 4. Someone else informally serves as coordinator.....
- 5. There is a coordinator at the district level.....
- 6. No coordinator at either school or district level.....

A3. Roughly how many hours per week, on the average, do you actually spend providing technology, training, coordination, and user support in each of the following ways? Think about last week in particular; then adjust if it was different than usual. If you also work at other schools, count only the hours spent for **this** school.

of hours

- a. Supervising and assisting computer use by classes **of other teachers**..... _____
- b. Supporting or training individual teachers in their use of computers including
impromptu help..... _____
- c. Installing, troubleshooting, and maintaining equipment, networks, operating
systems, and software..... _____
- d. Planning and running staff development workshops or in-services on technology..... _____
- e. Writing lesson plans and units with other teachers that integrate computer
activities with curriculum..... _____
- f. Selecting and acquiring computer-related hardware, software, and support
materials for the school _____
- g. Other technology coordination and support (please describe): _____

Describe: _____

A4. For each person, other than yourself, who regularly provides technology support for teachers at your school, please indicate their position and the approximate number of hours each provides this support per week. Use a separate line for each person.

PERSON #	Teacher	Administrator	District/ Diocese person	Aide	Other school professional	Others outside school	Volunteer	Approx. # of hours per week
1.	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
3.	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
	1	2	3	4	5	6	7	

A. If more than five persons provide this type of technology support, how many additional do so?..... _____

B. How many more total hours per week do these people provide support?..... _____

A5. Since September, on how many occasions have teachers in your school received formal computer technology training, direct tutoring, or support? Also, please roughly estimate the average number of teachers served per occasion. Include yourself in those situations where you are a learner rather than a trainer.

	# of Occasions	Average # of Teachers Served
a. One-on-one or small group tutoring or training sessions about technology.....	_____	_____
b. School-presented technology in-service workshops.....	_____	_____
c. District/Diocese presented technology in-service workshops.....	_____	_____
d. State or regionally sponsored workshops or technology conferences.....	_____	_____
e. Commercially presented workshops or courses on technology.....	_____	_____
f. College or university courses on technology.....	_____	_____
g. Other (please describe): _____	_____	_____

PART B: NATURE AND COST OF THE SCHOOL'S INFORMATION TECHNOLOGY INFRASTRUCTURE

B1. How many computers at your school are used primarily by administrators, support staff, and clerical teachers)?..... _____

Don't Know

B2. How many of your computers are used primarily as file-servers, print-servers, e-mail-servers, or student or teacher use? _____

None

A. Which of the following types of servers do you have? ✓ ALL that apply.

- 1. A file-server for an integrated learning system (ILS)
- 2. A file server for a local area network that is not an ILS.....
- 3. An electronic-mail server
- 4. A print server
- 5. An Internet server (e.g., Web site server).....

B4. Please estimate how many rooms in your school are used for any instruction _____
If none, write "0".

Of these rooms used for any instruction, how many have:

- a. 16 or more computers _____
- b. Exactly 1 computer _____
- c. no computers at all..... _____
- d. at least one computer connected to a multi-room network (LAN) at the school _____
- e. at least one computer connected to the Internet through a LAN (high-speed connection)..... _____

B5. How many computers at your school: If none, write "0".

- a. are laptop or notebook computers..... _____
- b. have direct access to a printer whenever used _____
- c. have an internal or directly attached CD-ROM drive..... _____
- d. have an internal or directly attached modem..... _____
- e. are attached to a Local Area Network (LAN) for sharing files, etc.) _____
- f. can have simultaneous Internet access _____
- g. were acquired either this school year or last (July, 1996 or later) _____
- h. were acquired before July, 1996..... _____

B6. Do you have a video production studio that students can use? Yes No

<p>A. If yes, what computer-related equipment does your video production studio include?</p> <p>_____</p> <p>_____</p>

B7. Not counting equipment included in a video production studio, approximately how many of the following computer peripheral units or other devices are present at your school? If none, write "0".

	<u># of units</u>
a. Computer printers.....	_____
b. Computer LCD panel or projection devices.....	_____
c. Laserdisc players that can be computer-controlled (Level 3)	_____
d. Computer scanners for graphics	_____
e. Optical drives, disk arrays, high-end disk drives, CD-ROM towers.....	_____
f. Camcorders	_____
g. Digital cameras.....	_____
h. Other computer peripherals generally costing \$500 or more each	_____

B8. In order to connect your school's computers into a local area network (LAN) or to attach a local area network to the Internet, has it been necessary during the past two years to install any new conduits or equipment within the school or to build or remodel any rooms for network equipment including electrical or air conditioning upgrades?

- Yes No
 School has no LAN

<p>A.</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>	<p>Please describe by listing the items changed or remodeled for LAN installation since July, 1996.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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B9. How are your school's computers or your local area network connected to the Internet?
 Respond in two columns--once for your school's instructional computers, and once for computers only used for administrative purposes. ✓ ALL that apply for each column.

	Instructional Computers	Computers used only for Administration
a. None—no Internet connection or modem	<input type="checkbox"/>	<input type="checkbox"/>
b. Modem	<input type="checkbox"/>	<input type="checkbox"/>
c. ISDN.....	<input type="checkbox"/>	<input type="checkbox"/>
d. 56K bandwidth line(s)	<input type="checkbox"/>	<input type="checkbox"/>
e. T1 bandwidth line or higher	<input type="checkbox"/>	<input type="checkbox"/>
f. Other (please describe): _____	<input type="checkbox"/>	<input type="checkbox"/>
	1	2

B10. What percent of your school's computer-related hardware acquisitions have come through the following sources?

✓ the closest choice.

	0%	5%	10%	25%	50%	75%	100%
a. School's regular budget.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Grants obtained by school or district.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Other district allocations to the school ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. PTA and other school fund-raising.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Gifts of community or business organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Other donations of software.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Other (please describe): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6	7

□ B11. What fraction of the computers in your school have the following software accessible for teachers or students to use?

✓ the closest choice for each.

	None	Very few	1/4	1/2	3/4	Almost all	All
a. Word processing.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Spreadsheet.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Database.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Drawing or painting software.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Desktop publishing, presentation software.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Image-editing software (e.g., PhotoShop).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Multimedia development (e.g., Hyperstudio).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Reference information on CD-ROM.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Interactive laserdisc software.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Internet (e.g., Netscape, e-mail software).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Web development tools.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Programming languages.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Math-specific programs.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Science-specific programs.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. English-specific programs.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Social studies-specific programs.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Foreign language-specific programs.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Typing tutors.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Business education-specific programs.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. CAD-CAM, industrial arts programs.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6	7

B12. Generally speaking, what percentage of the software at your school has come through the following sources?

0% 5% 10% 25% 50% 75% 100%

	0%	5%	10%	25%	50%	75%	100%
a. School's regular budget.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Grants obtained by school or district.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Other district allocations to the school ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. PTA and other school fund-raising.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Gifts of community and business organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Other donations of software.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6	7

B13. Approximately what percentage of the software in use at your school has been acquired in the last two years (since July, 1996)? ✓ only one.

- 1. None.....
- 2. 10%.....
- 3. 20%.....
- 4. 30%.....
- 5. 40%.....
- 6. 50%.....
- 7. 60%.....
- 8. 70%+.....

B14. You have been describing your school’s investments in computer-related hardware, software, and teacher support for technology. We would now like to know what those investments have cost your school in financial terms in the past two years. Exact figures are not needed, just give rough estimates. If you do not know at all, write “DK.”. If nothing was spent on a given aspect, please enter a “0”.

EXPENDITURES IN PAST TWO YEARS (JULY '96 THROUGH JUNE '98)

	School Funds	District Funds
a. Instructional computers used by teachers or students (including any ILSs and servers)	\$ _____	\$ _____
b. Peripherals (printers, computer projection devices, graphics scanners, CD-ROMS, digital cameras, etc.).....	\$ _____	\$ _____
c. Video production facilities.....	\$ _____	\$ _____
d. Computer furniture and security equipment.....	\$ _____	\$ _____
e. Local Area Network (LAN) connections and retrofitting	\$ _____	\$ _____
f. Internet and other outside data communication lines	\$ _____	\$ _____
g. Computer maintenance contracts and repair services.....	\$ _____	\$ _____
COMPUTER SOFTWARE		
h. Individual software purchases, lab-packs, and one-time upgrades.....	\$ _____	\$ _____
i. Site licenses and annual contract fees.....	\$ _____	\$ _____
SUPPORT AND TRAINING FOR TEACHERS		
j. Portion of salary of Technology and/or Network Coordinator.....	\$ _____	\$ _____
k. Portion of salaries of others providing training	\$ _____	\$ _____
l. Release time, participant costs, and other expenses of training recipients..	\$ _____	\$ _____
m. Other expenses enabling training and support.....	\$ _____	\$ _____

PART C: GENERAL PATTERNS OF COMPUTER USE FOR INSTRUCTION

C1. Roughly what percentage of all student use of computers during this school year will involve each of the following activities?

	0%	5%	10%	15%	25%	40%+
a. Learning basic skills and facts through drills, tutorials, and learning games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Learning computer skills such as keyboarding, how to do word processing, the Internet, spreadsheets, etc.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Learning programming and computer science.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Applying computers in vocational and business education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Writing reports, essays, etc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Simulations in science and social studies, spreadsheets, and databases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Looking up information on CD-ROMS, the WWW, and other computer resources.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Other (please describe): _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6

C2. Below is a list of instructional activities done over the Internet or other networks like America-On-Line. For each activity, please indicate how many teachers at your school have used that activity in their classes and about how many students have been involved during this school year. If "none" for any activity, write "0" in the response space. Do not leave blank.

	# of Teachers	# of Students
a. E-mail exchanges with classes in other places.....	_____	_____
b. Collaborative science investigations with classes in other places.....	_____	_____
c. Publishing class or individual products on the World Wide Web.....	_____	_____

PART D: COMPUTER-BASED LINKAGES WITH THE OUTSIDE WORLD

D1. How many teachers at the school would you estimate have a personal Internet-accessible electronic mail address either through the school or privately?

- 1. None.....
- 2. A few
- 3. 1/4.....
- 4. Half
- 5. Most.....

A. How many are using e-mail regularly—say every week?

- 1. None.....
- 2. A few
- 3. 1/4.....
- 4. Half
- 5. Most.....

D2A About how many teachers at your school have used the World Wide Web (WWW) in their teaching in some way?

- 1. None.....
- 2. A few.....
- 3. 1/4
- 4. Half.....
- 5. Most

D2B How many students have been involved in direct use of the Web at school?

- 1. None.....
- 2. A few
- 3. _.....
- 4. Half
- 5. Most.....

D3. Have the school’s networking facilities and connectivity been used in any of the following types of programs?

	No	Yes
a. School-to-work transition programs (e.g., database of potential employers, e-mail with worksites)	<input type="checkbox"/>	<input type="checkbox"/>
b. Class or individual projects where the Internet is used to acquire information from community or other groups	<input type="checkbox"/>	<input type="checkbox"/>
c. Communications to parents about the school program, homework assignments, etc. via publication on Web pages or through e-mail.....	<input type="checkbox"/>	<input type="checkbox"/>
d. Students accessing information on school server from home (e.g., homework assignments).....	<input type="checkbox"/>	<input type="checkbox"/>
	1	2

PART E: GOALS, PRIORITIES, AND OBSTACLES OF COMPUTER USE

E1. If you had total control of your school’s budget for technology, how would you distribute the funds between these three general areas? Enter three percentages that add to 100%.

- a. Computer hardware, related technology equipment, network connections, and maintenance..... _____%
 - b. Software and information content, subscriptions to electronic networks and educational projects..... _____%
 - c. Training and staff development supervision, release time for staff development, paid time for instructional improvement..... _____%
- TOTAL TECHNOLOGY BUDGET** 100 %

E2. Assuming that you had control over the school’s personnel budget, how would you rank the following in order of priority? Rank in order from 1 (highest priority) to 5 (lowest priority).

- a. Teachers aides who can manage computer labs and assist teachers with supervising students in the lab..... _____
- b. Full-time technology coordinator for instructional support for teachers..... _____
- c. Full-time technical specialist who maintains computers and networks and updates with new software as needed..... _____
- d. Purchased services from district or elsewhere for either instructional support for technology or technical support..... _____
- e. Providing some release time to a number of teachers who have become expert in some area of technology use to support other teachers and increase their own proficiency..... _____

E4. About what proportion of the teachers in your school:

	None	Almost None	About 1/4	About Half	About 3/4	Almost All	All
a. Experiment with new teaching methods involving computer technology?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Use computers for their own professional tasks?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Sometimes have their students use computers to complete a curricular assignment?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Have been involved in planning or implementing Internet-based activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Seek your advice about integrating technology and curriculum?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6	7

E5. From your perspective, how important are each of the following goals or purposes for computer use at your school?

	Not Important	Slightly Important	Very Important
a. To prepare students for future jobs.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. To improve student achievement.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. To promote active learning and strategies.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. To deepen student understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. To meet parents' or community expectations.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3

E6. To what extent do the following conditions constrain your ability to achieve your goals for information technology at the present time at your school?

	Not at all	Slightly	Somewhat	A great deal
a. Too few computer labs.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Too few computers in classrooms.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Obsolete technology.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Too little or inadequate software.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Students' lack of computer skills.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Teachers' lack of computer skills.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Teachers' lack of interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Teachers' lack of experience with technology-oriented pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Limited budget for technology.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Administration's lack of experience with technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Other (please describe):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....				
l. Other (please describe): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	1	2	3	4

E7. Assuming that you could plan a school technology program from the ground up, how high a priority would you give to each of the following?

	Low Priority	Medium	High Priority
a. A computer for every five students.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Word processing software sufficient for all computers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. A large variety of drills, games, and tutorial software for the full range of subjects taught.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. CD-ROM based information software (e.g., encyclopedias and specialized education-related information databases) in quantities sufficient for easy accessibility).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Server computers for teachers and students to publish their work electronically on the World Wide Web.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Digital cameras, scanners, image editing software for computer graphics design and production of multimedia products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Computer network for whole school with teachers and students able to send work and other files to each other electronically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Computer network for whole school with electronic mail for students and teachers.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. High speed, continuous connection to the Internet for several computers in each classroom.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Support personnel with technical expertise in computer, video, or network technologies (troubleshooting, software and hardware support).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Instructional support personnel at your school with expertise in applying computer and network technologies to subject-matter curricula.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Mentor teacher arrangements where some teachers formally assist others regarding use of computers (and have some scheduled release time to do so).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. High-quality substitute teachers able to fill in for teachers allowing them time to develop and improve their integration of technology with their teaching practice.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Software for storing and retrieving student work put into electronic portfolios for long-term assessment.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3

E8. Do any students regularly work (for credit or pay or as volunteers) to support the school's computer programs in the following activities? If Yes, indicate how many students do that particular activity.

	No	Yes	How many?
a. System maintenance, troubleshooting	<input type="checkbox"/>	<input type="checkbox"/>	_____
b. Instruction of teachers.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
c. School World Wide Web site development	<input type="checkbox"/>	<input type="checkbox"/>	_____
d. Instruction of students as lab assistants.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
	1	2	

E9. Please list below what you consider to be the 3 most significant and innovative computer technology-related courses, units, or special programs offered to students in your school. These should be the ones that you feel give students the most advanced, powerful, and useful experiences with technology. They need not be totally centered around technology, but they are ones where computer technology plays a significant role in what is learned.

Name/Title/Description of Activity	Most Important Software or Technology Used	# Students Involved This Year
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____

E10. Please comment on your technology-related priorities and problems not already expressed in this questionnaire.

E11. The following are used for verifying the representativeness of our sample.

- 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): _____

Thank you very much for your time and effort in completing this survey booklet. If you would like to receive a copy of the summary report from this study, please mark the box below. To preserve your privacy, do not put your name or address on this booklet. If you have questions, please call Helen Gordon at 1-800-777-6115, 9 a.m.-5 p.m. Eastern Time.

Please send me a copy of the summary report from this study.

Return the booklet in the postage-paid envelope provided. Or mail it to:

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