

PATI 08/09: School Administrators Survey

Thank you for taking the time to participate in the annual Pennsylvania Technology Inventory (PATI).

Schools throughout the Commonwealth are able to take advantage of an unprecedented number of state administered technology programs such as Classrooms for the Future (CFF), Act 183 eFund, Enhancing Education Through Technology (EETT), Keystone Technology Integrators and others. Bringing these opportunities to schools requires a means to collect data relative to the impact of technology related to effective leadership and teaching practices. The surveys that comprise PATI are a critical part of this data collection; hence they are required for schools receiving statewide technology-related funding.

In order to provide a more comprehensive picture of this data, PATI surveys include the Professional Personnel Identification (PPID) number. This ID is used exclusively in an aggregate format to determine statewide trends in educational technology and not for individual identification.

The following sections are part of this survey:

1. General Information (pages 2-3)
2. Technology Impact on Student Achievement (page 4)
3. Technology Literacy (pages 5-7)
4. Technology Usage (pages 8-11)
5. Leadership in the 21st Century Classroom (pages 12-17)
6. Data-Informed Decision Making (pages 18-20)
7. Accountability and Community Relations (page 21)
8. Access to Technology (page 22-23)
9. Professional Development and Technology Skill Requirements (pages 24-27)

If known, please enter your seven digit Professional Personnel Identification (PPID) Number

PPID _____

You can find your PPID on the [PDE home page](#), choose the link to "Act 48 Reporting system" on the left. Then choose "Get my professional personnel ID." Input your personal information and you'll receive the ID. If you have questions or don't have an ID, contact the Bureau of School Leadership and Teacher Quality.

Note that PATI uses these PPIDs exclusively in an aggregate format to determine statewide trends in educational technology and not for individual identification. The PATI system and the PPID website are not linked in any way, nor will they be in the future.

Section 1: General Information

Please verify the grade configuration within your school:

- Pre K
- K4 (Age 4)
- K5 (Age 5)
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade
- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade
- Elementary Ungraded
- Secondary Ungraded

Including this school year, how many years will you have been

	Less than 1	1 to 5	6 to 10	11 to 20	More than 20
A principal / building leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At your current school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 1: General Information (Definitions)

For this survey, please refer to the following definitions. You can refer back to these definitions at any time by clicking the glossary link at the bottom of the page.

21st Century Skills:

"21st Century Skills" are capabilities that have been predicted to be related to success in the future. These include: the ability to produce high-quality products; creativity; cultural literacy or global awareness; e-communication skills; higher order thinking; planning, prioritizing, and managing work; scientific literacy; self direction; social or personal responsibility; teaming or collaboration skills; the use of real world technology tools, and visual literacy.

Technology Literacy:

Technology literacy is the ability to responsibly use real world technology tools appropriate to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century. ***Note that Technology Literacy is part of 21st Century Skills.***

Section 2: Technology Impact on Student Achievement

If data are being collected to determine the impact of technology, do those data clearly indicate that technology is positively affecting student achievement?

	Yes, definitely	Yes, to some extent	No impact on achievement	We do not collect data	I don't know
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other areas (e.g. related arts, foreign languages, physical education, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21st Century Skill development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 3: Technology Literacy

Which of the following strategies has your school employed for addressing students' technology literacy?

(Select all that apply)

- My school has identified specific skills (e.g., using technology to collect and organize data) that students must have in order to be technologically literate.

- My school has a specific program or plan for helping students become technologically literate (e.g., responsibilities are officially assigned to subject areas for covering different technology skills, or students take stand-alone courses to build technology literacy).

- Technology literacy is assessed formally at some point during a student's tenure in my school.

- Our school doesn't have a specific program.

Section 3: Technology Literacy (continued)

For which technologies does your school or LEA require teachers to: (Select all that apply)

	Use as part of the curriculum	Explicitly assess student proficiency
Word processing/document processing	<input type="checkbox"/>	<input type="checkbox"/>
Spreadsheets	<input type="checkbox"/>	<input type="checkbox"/>
Other data analysis or database software	<input type="checkbox"/>	<input type="checkbox"/>
Email and web browsers	<input type="checkbox"/>	<input type="checkbox"/>
Presentation software	<input type="checkbox"/>	<input type="checkbox"/>
Multimedia editing, authoring tools or video editing technology	<input type="checkbox"/>	<input type="checkbox"/>
Graphic peripherals	<input type="checkbox"/>	<input type="checkbox"/>
Electronic information sources like ERIC and EBSCO	<input type="checkbox"/>	<input type="checkbox"/>
Technologies specific to your field	<input type="checkbox"/>	<input type="checkbox"/>

Section 3: Technology Literacy (continued)

Does your curriculum specify grades and content areas where the following skills will be covered with students?

	Yes	No	Don't know
Ethical, legal and societal issues related to technology use (for example, the Internet and individual right to privacy).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The fundamentals of technology systems (e.g. understanding distinctions between hardware and software; familiarity with basic computer functions).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Does your school explicitly assess whether students are proficient in any of the following skills?

	Yes	No	Don't know
Ethical, legal and societal issues related to technology use (for example, the Internet and individual right to privacy).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The fundamentals of technology systems (e.g. understanding distinctions between hardware and software; familiarity with basic computer functions).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 4: Technology Usage

How much time do most students in your school use technology specifically for improving learning or academic achievement? (Select one option for each question)

	More than 2 hours per week	1 to 2 hours per week	30 to 60 minutes per week	Less than 30 minutes per week	Not at all	Not Applicable (Grades not offered in this school)
PreK - K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1st and 2nd Graders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3rd - 5th Graders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6th - 8th Graders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9th - 12th Graders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 4: Technology Usage (continued)

In general, how much time per week do teachers have students use technology in each of the following areas?
 (Select one)

	More than 2 hours per week	1 to 2 hours per week	30 to 60 minutes per week	Less than 30 minutes per week	Not used for building skills in this area
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology Literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other areas (e.g. related arts, foreign languages, physical education, etc), where appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 4: Technology Usage (continued)

How often do students in your school use technology to: (Select one option for each question)

	Daily	Weekly	Monthly	Quarterly	Rarely or never
Communicate (e.g., over email or through discussion boards) with experts, peers, and others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solve real-world problems (i.e., that involve situations, issues, and tasks that people actually tackle in the outside world)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Produce print products	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Produce media, Web, or presentation products	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct online research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use drill and practice or tutorial software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use the Internet to collaborate with students in or beyond your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visually represent or investigate concepts (e.g., through concept mapping, graphing, reading charts)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use digital tools and peripheral devices (e.g., digital cameras, probes, scanners) to enhance their learning or their school work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 4: Technology Usage (continued)

In your school, how much time do each of the groups below spend using technology? Base your estimate on what most of the individuals in each group do. Include time spent on professional activities outside of school. (Select one option for each question)

	More than 20 hours per week	15 to 20 hours per week	10 to 14 hours per week	5 to 9 hours per week	1 to 4 hours per week	Not at all
All classroom teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Support Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Principals and Assistant Principals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library/Media Specialists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-Instructional Support Staff (secretaries, nurses, aides, custodial, food service staff)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 5: Leadership and the 21st Century Classroom

In my school, teachers: (Select one)

- Are expected to use technology regularly, as appropriate to their teaching assignment (e.g., once a week).
- Are expected to use technology a few times each year.
- Decide individually whether and how often they will use technology. There are no expectations for technology use, or expectations exist, but teachers don't implement them.

In my school, teachers in the same grade or subject area: (Select one)

- Share innovative technology supported teaching practices that are used to enhance learning, and there are clear expectations that technology will be used in these ways.
- Share some common understanding about how technology should be used; however, some teachers implement these uses and others do not.
- Share little or no common understanding about how technology will be used. Teachers decide individually whether and how they will use technology.

Section 5: Leadership and the 21st Century Classroom (continued)

“Best practices with technology” are technology-supported teaching practices that either have a basis in educational theory or are supported by research.

How are best practices with technology identified and shared at your school? (Select one)

- Our school has a formal process for identifying best practices and then ensuring that every classroom teacher learns of those practices (as appropriate to their teaching assignment).

- Best practices are identified and shared informally. For example, an enthusiastic teacher finds an innovative practice and then sharing happens either informally or through staff meetings. A number of teachers eventually learn about these practices.

- Best practices are not typically identified or shared at my school.

Section 5: Leadership and the 21st Century Classroom (continued)

Indicate your level of agreement with each of the statements.

	Strongly agree	Agree	Disagree	Strongly disagree	I don't know
21st Century Skills have been purposefully integrated into curricula where appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our assessments track student progress with 21st century Skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

At your school, how frequently are teachers exposed to innovations and best practices in teaching with technology? (Select one)

- On an ongoing basis (at least once a month)
- Occasionally (at least 2 times a year)
- Almost Never (once per year or less)

Does your school and/or district have a vision for 21st Century Learning? (Select one)

- Yes, a formal, written vision from my LEA has been shared with the school community
- Yes, while it hasn't been formalized, it has been communicated verbally to most of the school community
- Yes, I have heard about it, but many in the school community are not aware of it
- No
- Don't know/Not sure

Section 5: Leadership and the 21st Century Classroom (continued)

Rate your agreement with the following statements:

(Select one option for each question)

	Strongly agree	Agree	Disagree	Strongly disagree
Our school identifies which technology practices have documented, positive results for our students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our school formally reviews technology practices to determine whether they are appropriate for our students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our staff or leadership team sets year-long targets for building-wide adoption of technology solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practices identified as research-based or “proven,” including lesson plans and curricula, are posted online so that they are accessible to all teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher performance reviews address the extent to which teachers are actively adopting technology-supported practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School leadership is willing to support - through funding or manpower - teachers’ efforts at innovation and technology integration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 5: Leadership and the 21st Century Classroom (continued)

Which of the following best characterizes your own readiness to observe and guide teacher use of technology in support of teaching and learning? (Select one)

- I have a number of criteria by which to assess or guide technology-supported teaching, and I am an excellent resource when it comes to helping teachers with that aspect of their teaching.

- I have some criteria by which to assess or guide technology-supported teaching, and I am a pretty good resource when it comes to helping teachers with that aspect of their teaching.

- I have a few criteria by which to assess or guide technology-supported teaching, but I am somewhat uncomfortable helping teachers with that aspect of their teaching.

- I don't have criteria by which to assess or guide technology-supported instruction and I am not comfortable helping teachers with that aspect of their teaching.

Section 5: Leadership and the 21st Century Classroom (continued)

Rate each strategy below based on the level of current use of the strategy, the level in which technology is used to implement/model the strategy, and the importance you place on the strategy to advance 21st Century Learning in your classroom.

	Level of your current teacher use of the strategy					Level of technology use to implement/model the strategy					Level of importance for 21 st Century Learning				
	N/A	Low	Mid	High	Don't Know	N/A	Low	Mid	High	Don't Know	N/A	Low	Mid	High	Don't Know
Direct instruction (e.g. lecture, didactic questioning, demonstrations, guided reading, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inquiry (e.g. inquiry learning, problem-based learning, learning from cases, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mediating student thinking through questioning strategies, thinking skills, and Habits of the Mind applications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experiential learning (e.g. field trips, simulations, games, conducting experiments, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborative learning (e.g. students working collaboratively on an assigned project etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independent study by individuals or teams (e.g. writing essays, producing videos, computer-assisted instruction, virtual learning, journaling, research projects etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interactive instruction (e.g. active learning strategies, debates, brainstorming, think/pair/share, jigsaw, problem solving, conferencing etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Differentiation of learning (i.e. multiple approaches to learning a single topic)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 6: Data-Informed Decision Making

In my school: (Select one)

	This is standard practice	Sometimes	Rarely	Never
Administrators analyze school performance results using electronically-accessed student data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers use electronically-accessed student data specifically to make decisions about instructional plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School administrators track how teachers in each grade or subject-area department use technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers or administrators collect data on student technology literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrators use technology as a tool during classroom observations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 6: Data-Informed Decision Making (continued)

Which best describes the access that teachers and administrators have to: **(Select one)**

	Teachers			Administrators		
	Electronically accessible directly from school/district office	Available only upon request	Do not have access to this information	Electronically accessible directly from school/district office	Available only upon request	Do not have access to this information
Information about student demographics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information about student achievement or past academic performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information about absences, behavioral referrals, or other related issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 6: Data-Informed Decision Making (continued)

To what extent does your school use the following information to make decisions about funding, hardware/software acquisitions, and school policies related to technology use?

Information about: (Select one)

	Used Extensively	Used Somewhat	Not Used
Research and best practice related to learning technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student achievement outcomes resulting from the use of technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The contributions technology can make to other student outcomes (e.g., 21st Century Skills or motivation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A cost-benefit analysis of technology use for education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 7: Accountability and Community Relations

Please rate how the following are affected as a result of technology: (Select one)

	Excellent	Good	Adequate or pretty good	Very poor /Barely adequate	Non-existent
Teachers' interactions with their students is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers' interactions with their students' parents is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents' involvement in their children's schoolwork is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In my school we have increased our parents' and community's access to technology by allowing them to use our facilities. (Select one)

- This is standard practice
- Sometimes
- Rarely
- Never

Section 8: Access to Technology

Rate your access to the following items while at school: (Select one)

	Excellent	Good	Adequate or pretty good	Very poor /Barely adequate	Non-existent
An amount of technology, conveniently placed, to allow for the successful implementation of technology-supported learning in my classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sufficient numbers of computers and other equipment (e.g., cameras, printers) so I can implement technology-supported learning opportunities as I want	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computers and other equipment where I need them (e.g., in my classroom; in a science lab)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reliability of computers, printers, projectors, and other equipment (i.e., it works when I need it)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reliable, high-speed access to the Internet in the classrooms, labs, and media centers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Software, appropriate for my content area and the age of my students, which I want to use with class(es)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology tools for my own productivity (e.g., electronic gradebooks, word processing, presentation software)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distance Learning Opportunities (for example, online courses or professional development offered through video-conferencing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical support with little or no wait-time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional support that helps me to integrate technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 8: Access to Technology (continued)

How would you describe most students' access to computers, printers, other digital tools, etc.?

During the school day (Select one)

- Any time
- By special arrangement
- Reserved by teachers
- None

Outside of school (before and after school, on weekends) (Select all that apply)

- School provided before and after school
- School provided on weekends
- Community resource provided before and after school
- Community resource provided on weekends
- Majority of students have this at home
- Most students do not have access

Section 9: Professional Development and Technology Skill Requirements

Does your school require the following staff positions to demonstrate technology skills?

	New staff, prior to employment			Current Staff		
	Yes	No	Don't know	Yes	No	Don't know
Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional support staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Principals/assistant principals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library/media specialists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-instructional support staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 9: Professional Development and Technology Skill Requirements (continued)

Number of hours spent this school year on:

	Total Professional Development Hours	Technology Related Professional Development Hours
Teachers		
Instructional Support Staff		
Principals/Assistant Principals (School Administrators)		
Library/Media Specialists		
Non-Instructional Support Staff (secretaries, nurses, aides, custodial, food service staff)		

Section 9: Professional Development and Technology Skill

Requirements (continued)

How true is each of the statements below?

Professional development offered by my school or LEA: **(Select one option for each question)**

	Very true	Somewhat true	Not at all true	I don't know
Prepares teachers to discuss specific research or theory upon which the training is based	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepares teachers to assess student work produced with technology (for example, when students produce a research report using a variety of online resources)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Includes opportunities for teachers to see actual examples of technology applied to learning in classrooms similar to their own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allows teachers to practice skills acquired during professional development in real or simulated classroom settings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Includes time for teachers to work together, and to discuss and plan for using technology in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 9: Professional Development and Technology Skill Requirements (continued)

Which best describes your skill level with each of the following technologies: (Select one)

	Advanced	Proficient	Basic	Below basic
Word processing/document processing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spreadsheets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other data analysis or database software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email and web browsers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentation software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multimedia editing, authoring tools or video editing technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graphic peripherals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic information sources like ERIC and EBSCO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technologies specific to your field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Please confirm that you are ready to submit your survey.

Confirm and Submit