

PATI 08/09: Teacher 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 and, if applicable, the Classrooms for the Future (CFF) teacher ID. These IDs are 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 2-4)
2. Technology Impact on Student Achievement (page 5)
3. Technology Literacy (pages 6-7)
4. Technology Usage (pages 8-10)
5. Planning, Executing and Assessing Technology Supported Instruction (page 11)
6. Leadership in the 21st Century Classroom (pages 12-15)
7. Data-Informed Decision Making (page 16)
8. Accountability and Community Relations (page 17)
9. Access to Technology (page 18)
10. Professional Development and Technology Skill Requirements (pages 19-22)

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.

Have you been designated as a Classrooms for the Future teacher?

- Yes
- No

Section 1: General Information (CFF Only)

The data obtained from this PATI survey will be used in conjunction with the data you provided in your Classrooms for the Future (CFF) Pre and Post Surveys. The CFF Surveys are intended to focus on specific results of the CFF program in your classroom, whereas PATI addresses broader topics regarding the integration of technology in your school. Both are critical components in the assessment of how technology is impacting teaching practices.

Note that we encourage you to complete the PATI Survey during the months of March or April in order to allow time for the completion of the CFF Post Survey in May. It is estimated that PATI should take 20-30 minutes to complete.

We appreciate your participation!

The evaluation team does not have access to the teachers' CFF ID, rather the teacher should ask the principal or coach about their ID.

If your CFF Teacher ID is only 6 digits long, it is because when IDs are downloaded, Excel removes leading 0's from numbers. You can add a 0 to the front of your number (change 123456 to 0123456) when entering it in the system.

Please enter your CFF Teacher ID Number:

CFF Teacher ID Number _____

How many years have you taught in classroom supported by CFF?

- 1 Year (School year 08-09 only)
- 2 Years (School years 07-08 and 08-09)
- 3 Years (School years 06-07, 07-08, and 08-09)

Section 1: General Information

What grade level(s) do you currently teach?

(Select all that apply)

- | | | |
|-------------------------------------|------------------------------------|--|
| <input type="checkbox"/> Pre K | <input type="checkbox"/> 4th Grade | <input type="checkbox"/> 10th Grade |
| <input type="checkbox"/> K4 (Age 4) | <input type="checkbox"/> 5th Grade | <input type="checkbox"/> 11th Grade |
| <input type="checkbox"/> K5 (Age 5) | <input type="checkbox"/> 6th Grade | <input type="checkbox"/> 12th Grade |
| <input type="checkbox"/> 1st Grade | <input type="checkbox"/> 7th Grade | <input type="checkbox"/> Elementary Ungraded |
| <input type="checkbox"/> 2nd Grade | <input type="checkbox"/> 8th Grade | <input type="checkbox"/> Secondary Ungraded |
| <input type="checkbox"/> 3rd Grade | <input type="checkbox"/> 9th Grade | |

Which subject(s) do you teach?

(Select all that apply)

- | | |
|--|---|
| <input type="checkbox"/> General Elementary (all subjects) | <input type="checkbox"/> Foreign Languages |
| <input type="checkbox"/> Reading | <input type="checkbox"/> PE/Health |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Science | <input type="checkbox"/> Music |
| <input type="checkbox"/> English | <input type="checkbox"/> Career & Technical Education |
| <input type="checkbox"/> History/Social Sciences | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Art | |

Including this school year, how many years have you:

	Less than 1	1 to 5	6 to 10	11 to 20	More than 20
Taught at your current school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taught overall	<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
Student achievement in your content area(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' technology literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' 21st Century Skills	<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 collaborate effectively with peers) 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 does not have a specific program.

Section 3: Technology Literacy (continued)

What technologies do you:

	Explicitly <u>teach</u> <u>students</u> to use?	Require <u>students to</u> <u>use</u> for your classes?	Explicitly <u>assess</u> <u>student</u> proficiency?
Word processing/document processing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spreadsheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other data analysis or database software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Email and web browsers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentation software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multimedia editing, authoring tools or video editing technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graphic peripherals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Electronic information sources like ERIC and EBSCO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technologies specific to your field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 4: Technology Usage

In general, how much time per week does a typical student in your class(es) 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	Technology not used	Do not teach this subject
Reading	<input type="radio"/>	<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"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology Literacy	<input type="radio"/>	<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"/>	<input type="radio"/>

Section 4: Technology Usage (continued)

How often do students in your class(es) use technology to do the following?

Mark "Not applicable" only if this use does not apply to your subject area: (Select one)

	Daily	Weekly	Monthly	Quarterly	Rarely or never	Not applicable
Communicate (for example, 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"/>	<input type="radio"/>
Solve real-world problems (i.e. involving 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"/>	<input type="radio"/>
Produce print products	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Produce multi-media, Web, or presentation products	<input type="radio"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<input type="radio"/>

Section 4: Technology Usage (continued)

How has the amount of time that students use technology in your classroom changed since last year? (Select one)

- Students spend significantly more time
- Students spend a little more time
- Students spend about the same time
- Students spend a little less time
- Students spend significantly less time

During this school year, which of the following applications do students in your classes use (or will they use) to demonstrate their learning? (Select all that apply)

- Word-processed documents
- Presentations (for example, using PowerPoint)
- Electronic portfolios
- Video or audio products (e.g., podcasting, digital storytelling)
- Electronic art (for example, digital photography, Kidpix for illustrations, Draw software for graphics)
- Websites
- Models (for example, modeling population trends in animal life based on different environmental legislation)
- Submissions to journals, newspapers, or magazines (electronic or print)

Section 5: Planning, Executing and Assessing Technology-Supported Instruction

How true is each statement below about the professional development experiences offered by your LEA or school? Base your responses on your experiences over the last two school years. (Select one)

<u>Planning Technology-Supported Instruction</u>	Strongly agree	Agree	Disagree	Strongly disagree	I don't know
When designing my lessons, I regularly think about whether technology could enhance my teaching or student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When selecting education technologies, I refer to and base my selections on current research on their effectiveness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable planning for class sessions that involve students using technology during instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When designing technology-supported learning experiences, I use research to guide my decision-making?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Executing Technology-Supported Instruction</u>	Strongly agree	Agree	Disagree	Strongly disagree	I don't know
I regularly use technology to enhance learning in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have classroom management and organizational strategies for using technology; I can smoothly orchestrate learning activities when my students use technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Technology and Assessment</u>	Strongly agree	Agree	Disagree	Strongly disagree	I don't know
I use technology to help me manage student assessment data (for example, using electronic grade books)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have effective strategies for assessing the content of students' technology-supported work (e.g., assessing student work when the product includes research from several online sources, or when the product is a web page, or digital video rather than the traditional essay).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable using technology to help gather, analyze, and interpret data on student progress (for example, by graphing trends in achievement, or using hand-held computers to collect data on students as they are learning).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 6: Leadership and the 21st Century Classroom

In my school, school administrators expect teachers to (Select one):

- Use technology regularly, as appropriate to their teaching assignment (e.g. once a week)
- 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 6: 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 6: 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 practice 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 6: 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 <u>your</u> current use of the strategy					Level of technology use to implement/model the strategy					Level of importance for 21 st Century Learning				
	Not applicable	Low	Mid	High	Don't Know	Not applicable	Low	Mid	High	Don't Know	Not applicable	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 7: Data-Informed Decision Making

Rate your agreement with each of these statements about your access to and use of student data to make decisions about students and instruction? (Select one)

	Strongly agree	Agree	Disagree	Strongly disagree	I don't know
We have technology-supported access to assessment data in a timely fashion that allows me to use those data to make instructional decisions, e.g., which students need additional assistance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use student data from a technology-supported source to make day to day decisions about curriculum and teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Through technology, I have access to teaching resources and materials that are coded to standards and to the assessment data that I receive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 8: Accountability and Community Relations

As a result of technology (i.e., email, podcasts, websites etc.)

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

Section 9: 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 grade books, 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 10: Professional Development and Technology Skill Requirements

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"/>

Section 10: Professional Development and Technology Skill Requirements (continued)

How prepared do you feel to manage technology-supported learning with your class(es)? (Select one)

- I have a variety of classroom management and organizational strategies for using technology. I know I can smoothly orchestrate technology-supported learning activities in a variety of settings and ways (whole class, small group, centers in labs or the classroom).
- I have some classroom management and organizational strategies but think I need more.
- I have very few classroom management and organizational strategies for using technology.
- I have no classroom management and organizational strategies for using technology.

Technology for my professional use

	Strongly agree	Agree	Disagree	Strongly disagree	I don't know
I use technology to support my own professional growth through activities such as online learning, research and collaborative projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I regularly use technology to communicate and collaborate with peers (e.g., email, chat, blogs, wikis)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I regularly use technology to increase my own productivity as a professional (e.g., word processing, email, blogs, wikis.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 10: Professional Development and Technology Skill Requirements (continued)

Which of the following are you currently doing or have you done during this school year? (Select all that apply)

- Formally or informally collaborating with other educators using email.
- Formally or informally collaborating with other educators using the Internet (other than email).
- Taking an online course.
- Participating in technology-related professional development (workshops, training sessions).
- Taking a technology-related course at a university.
- Regularly participating in an online virtual community with other educators/peers/experts
- None

In the last two school years, have you participated in school, Intermediate Unit, or LEA-offered professional development that was in any way related to technology use?

- Yes
- No

Section 10: Professional Development and Technology Skill Requirements (continued)

Rate your agreement with each statement below about the professional development experiences offered by your LEA or school. Base your responses on your experiences over the last two school years.

Professional development offered by my school or LEA: **(Select one)**

	Strongly agree	Agree	Disagree	Strongly disagree	I don't know
Prepares teachers to discuss specific research or theory upon which the professional development is based.	<input type="radio"/>	<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"/>	<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"/>	<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"/>	<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"/>	<input type="radio"/>

Please confirm that you are ready to submit your survey.

Confirm and Submit