

NETP Speak Up Poll 5

Audience: school and district education technology leaders

Foundational theme for this poll: from the perspective of school and district leadership with responsibility for education technology, what challenges do teachers face using technology to create new learning experiences for students, and how are their schools and districts addressing those challenges.

Proposed questions:

1. Which of the following represents your primary role within K-12 education?

- CIO/CTO/IT Director
- Director of Educational or Instructional Technology
- Technology Coordinator
- Instructional Technology Coach/Specialist
- Tech Support Professional
- Other

2. Where do you primarily work?

- a. School Site
- b. Multiple school sites
- c. District Office

3. Thinking about the teachers you work with, how would you rate their abilities on average to use technology effectively to support differentiated learning experiences for all students? Please choose the option that reflects how you feel about most of the teachers you work with or provide an alternative assessment in the other box.

- a. Very proficient
- b. Somewhat proficient
- c. Basic
- d. Below basic
- e. Other: open-ended comments

4. What challenges or barriers do you think hold your teachers back from using technology to design active learning experiences that address the variability of learners in their classroom?

- a. Concerns about losing control of class
- b. Concerns about student safety online
- c. Concerns about students having too much screen time
- d. Concerns about violating state and district policies

- e. Fear of not being successful
- f. Fear of technology not working during teacher lessons
- g. Internet connectivity in classroom is insufficient
- h. Lack of appropriate technology to support teacher instruction
- i. Lack of knowledge about how to infuse technology into current workload and/or lessons
- j. Lack of time for planning with colleagues
- k. Lack of time in class to prepare and implement technology rich learning experiences
- l. Lack of understanding about the value of technology within K-12 education
- m. Lack of understanding about the vision or direction for technology from leadership
- n. Master school schedule doesn't allow enough time for technology-enhanced lessons
- o. Uncomfortable with change in general
- p. Unsure how to infuse technology into current curriculum and standards
- q. Other:

5. Below is a list of ideas that other educators have proposed to address why the usage divide persists. How would you rate these ideas in terms of being helpful for your teachers?

Scale:

Very helpful

Somewhat helpful

Not helpful

Not sure

- a. Ability for teachers to observe other teachers using technology effectively
- b. Access to digital tools and resources that teachers can test drive within their instruction
- c. Consistent use of a technology in learning framework to guide and inspire teachers
- d. Curated collection of approved district resources to support technology use in the classroom
- e. Distribution of a district vision statement about the role of technology within learning
- f. Job-embedded professional learning for teachers (in-classroom coaching and mentoring)
- g. More investments in technology infrastructure including enhanced classroom connectivity and bandwidth
- h. Redesign of the school master schedule to allow for longer class periods
- i. School-based professional learning community dedicated to using technology to differentiate instruction
- j. Shared planning time with colleagues at other schools
- k. Shared planning time with colleagues at their school

6. What other ideas do you have about how schools and districts can change policies, programs or procedures to support teachers' effective use of technology within learning? (open-ended)

7. Which of the following education and/or technology use frameworks or standards does your school or district utilize consistently to support technology adoption by your teachers?

- a. The Learning Technology Framework
- b. ISTE Standards

- c. UNESCO ICT Competency Framework for Teachers
- d. Framework for 21st Century Learning
- e. Common Sense Media K-12 Digital Citizenship Curriculum Scope and Sequence
- f. Substitution, Augmentation, Modification, Redefinition (SAMR)
- g. Technological, Pedagogical, and Content Knowledge (TPACK)
- h. Replacement, Amplification, and Transformation (RAT) Model
- i. Technology Integration Matrix (TIM)
- j. Triple E Framework
- k. None of the above
- l. Other:

8. Thinking about the frameworks you selected above, how would you rate the effectiveness of those frameworks in helping your teachers enhance their skills? Please explain why you selected that framework(s) to support your instructional planning? (open-ended)

9. School and district leadership is essential to seeding and supporting the role of innovation in our schools. Which of the following types of professional learning content has helped or would help you be a more effective leader for your teachers with technology integration? Please rank the following from 1 to 6 with 1 being the most helpful and 6 being the least helpful for you.

- Learning about new ideas for evaluating teachers' use of technology within instruction
- Understanding the different technology integration frameworks in use in schools
- Getting 1:1 coaching from another education leader about key strategies to get staff buy-in for technology integration
- Watching videos of education leaders coaching their teachers
- Participating in district based or regional professional learning communities for school and district leaders
- Learning about how to implement competency or mastery based instructional practices in your school(s)
- Other:

10. Which of the following types of professional learning experiences have helped or would help you be a more effective leader for your teachers with technology integration? Please rank the following from 1 to 9 with 1 being the most helpful and 9 being the least helpful for you.

- Doing classroom observations specifically to understand opportunities and challenges of technology use within instruction
- Teaching a lesson yourself using current classroom technology tools and resources
- Talking with students about their ideas for using technology more effectively in class
- Providing teachers with a school or district vision statement about why technology integration is important
- Understanding the types of skills employers are looking for in new employees today
- Reading case studies or briefs about building successful school culture for innovation
- Reading research reports on the connections between effective technology integration and improved student outcomes
- Attending national or regional conferences to learn from expert speakers about new leadership skills for educators

- Thinking about ways that time and schedules could be better structured to support teachers' use of technology in the classroom
- Other:

11. Tell us about your school. Which of these statements is true for your school or district? Check all that apply.

- My school/district is in an urban community.
- My school/district is in a suburban community.
- My school/district is in a rural community.
- My school/district qualifies for Title 1 support.
- My school/district provides teachers with regular access to an instructional coach to support their teaching practice.
- My school/district serves predominantly students of color.
- My school/district provides students with a digital learning device (tablet, laptop, Chromebook) to support instruction in school.
- My school/district allows students to bring their digital learning device home with them.

12. What topics would you like to see answered in the National Educational Technology Plan about the role of technology within learning? Please list those topics here. (open-ended)

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