

Information Technology - Instructional Practices Survey

***1. The job classification that most closely matches my position:**

- Certified Teacher
- Media Specialist
- Special Education Teacher
- Technology Teacher/Integrationist
- Other

***2. The grade level that most closely matches my position is:**

- Early Childhood
- Primary
- Intermediate
- Middle School/Junior High
- High School
- Adult Learner

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*3. The academic content area(s) I teach are:

- Generalist
- English Language and Literature
- Mathematics
- Life and Physical Science
- Social Sciences and History
- Fine and Performing Arts
- Foreign Language and Literature
- Religious Education and Theology
- Physical, Health, and Safety Education
- Military Science
- Computer and Information Sciences
- Communications and Audio/Visual Technology
- Business and Marketing
- Manufacturing
- Health Care Sciences
- Public, Protective, and Government Services
- Hospitality and Tourism
- Architecture and Construction
- Agriculture, Food, and Natural Resources
- Human Services
- Transportation, Distribution, and Logistics
- Engineering and Technology
- Family and Consumer Science
- Academic and Career Development
- PSEO-Off-Site

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4. Choose the statement that best describes the level of your technology skills.

- I do not consider myself a technology user. I get someone else to do technology-based tasks for me.
- I consider myself a novice user. I accomplish assigned tasks, but I am more efficient when I don't use technology to do a job.
- I consider myself about average. I have enough skills to complete the management and communication tasks expected of me and occasionally will choose to use technology to accomplish something I choose.
- My skills are very good. I use a variety of technology tools and I use them efficiently for all aspects of my job.
- I am a technology leader. I use technology efficiently, effectively and in creative ways to accomplish my job. I often teach others to use technology resources.

5. To what degree are you prepared to use the following tools?

| | Fully Prepared | Somewhat Prepared | Not Prepared | N/A |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Accessing or creating podcasts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Audio/Video production/editing (Audacity, GarageBand, iMovie, MovieMaker, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Classroom response system (clickers, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Classroom voice amplification systems | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Content management systems/websites | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Content specific applications (math, social studies, music, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Database software | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Drill and practice | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| E-mail (student) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Image (photo) editing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Integrated learning systems (CompassLearningOdyssey, Plato Learning, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Interactive whiteboard software (Promethean ActivInspire, SMART Notebook, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Internet resources | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Library catalogs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Online research databases available through school library/media center | <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"/> |
| Simulations | <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"/> |

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| | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Tutorials | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Videoconferencing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Video streaming (Discovery, Learn 360, YouTube, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Visualization/graphic organizers (Inspiration, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Web Portals | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Word processing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

6. On which of the following technology tools do you want more training?

- Accessing or creating podcasts
- Audio/Video production/editing (Audacity, GarageBand, iMovie, MovieMaker, etc.)
- Classroom response system (Clickers, etc.)
- Classroom voice amplification systems
- Content management systems/websites
- Content specific applications (math, social studies, music, etc.)
- Database software
- Drill and practice
- E-mail (student)
- Image (photo) editing
- Integrated learning systems (CompassLearningOdyssey, Plato Learning, etc.)
- Interactive whiteboard software (Promethean ActivInspire, SMART Notebook, etc.)
- Internet resources
- Library catalogs
- Online research databases available through school library/media center
- Presentation software
- Simulations
- Spreadsheets
- Tutorials
- Videoconferencing
- Video streaming (Discovery, Learn360, YouTube, etc.)
- Visualization/graphic organizers (Inspiration, etc.)
- Web portals
- Word processing
- None

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7. How often are the following technology tools integrated in your classes?

| | Daily | Weekly | Infrequently | Never | N/A |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Accessing or creating podcasts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Audio/Video production/editing (Audacity, GarageBand, iMovie, MovieMaker, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Classroom response system (clickers, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Classroom voice amplification systems | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Content management systems/websites | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Content specific applications (math, social studies, music, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Database software | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Drill and practice | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| E-mail (student) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Image (photo) editing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Integrated learning systems (CompassLearningOdyssey, Plato Learning, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Interactive Whiteboard Software (Promethean ActivInspire, SMART Notebook, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Internet resources | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Library catalogs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Online research databases available through school library/media center | <input type="radio"/> | <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"/> | <input type="radio"/> |
| Simulations | <input type="radio"/> | <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"/> | <input type="radio"/> |
| Tutorials | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Videoconferencing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Video streaming (Discovery, Learn360, YouTube, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Visualization/graphic organizers (Inspiration, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Web portals | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Word processing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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8. What best describes your current practice of using technology in instruction?

- I seldom use technology to deliver instruction.
- I almost exclusively use whole group presentation style either using an interactive whiteboard, PowerPoint or other instructional software to explain or demonstrate concepts or instructions.
- I often use whole group presentation style, but sometimes facilitate students in their use of a variety of information resources and hands-on activities.
- I almost exclusively facilitate student learning by encouraging students to use information resources and hands-on activities.

9. How often do students in your classes use technology to:

| | Daily | Weekly | Infrequently | Never | N/A |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Access class information online (assignments, calendars, information) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Access the Internet for research | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Collaborate with other students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Collaborate with audiences globally | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Participate in online projects | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Produce products designed by the teacher | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Produce products of their own design | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Produce work intended for audience beyond the classroom | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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10. Rate the relevance of the following factors in your decision to use technology in instruction.

| | Very relevant | Relevant | Somewhat relevant | Not a consideration |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Implementing national, state or local technology standards (ISTE NETS, MEMO, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Observing my colleagues successfully using technology to teach a concept | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Using scientifically-based research that suggests a particular technology application improves student learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Motivating and engaging learners | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Creating a more learner-centered classroom with students exploring their own questions and building their own knowledge | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

11. Which of these tools do you use to communicate with students and/or parents?

- Automated messaging system
- Course management system (Moodle, BlackBoard, Desire 2 Learn, etc.)
- E-mail
- Online newsletters
- Parent portal connected to district student information system
- Phone/voice mail
- Social network sites (NING, Facebook, Twitter, etc.)
- Teacher web page or web site, wiki or blog
- Text messaging
- Videoconferencing, web cams
- None

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12. Choose the statement that best describes the research process in your teaching.

- I don't assign research projects.
- I ask my students to report information on a topic I assign.
- I ask students to find information on a selected topic. Information is organized and presented based on an outline I define.
- I ask my students to develop a research question (or define a hypothesis), locate quality information, and organize information to support their conclusions.

13. Choose the statement that best describes the use of electronic searching in your teaching.

- I don't ask my students to search for information electronically.
- I ask my students to find information on the Internet.
- I provide instruction on search engines, and how to evaluate sources.
- I introduce advanced search techniques used in specific databases including limiting results by date, availability, publication type, etc.

14. Choose the statement that best describes your instruction in the responsible use of copyrighted resources.

- I'm not aware of issues related to responsible use.
- I'm aware of the issues but do not address them in my classes.
- I provide basic instruction about plagiarism and the role of proper citation and bibliographies.
- In addition to proper citation and plagiarism, I ensure that my students understand fair use and other copyright permissions.
- In addition to the skills described above, I instruct my students on their rights as information creators, ensuring they understand how to define their how their products are used by others (creative commons licensing.)

15. Which of the following technology-based sources of data do you use to make instructional decisions?

- Online reports from standardized testing done school-wide (NWEA MAP Test, NALT, etc.)
- Online reports from specific assessment (STAR/Accelerated Reading and Math, etc.)
- Formative assessments using student response systems, clickers, etc.
- Do not have access to data sources
- Do not have access to technology-based data sources
- Do not use data to make instructional decisions

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16. At what level do you integrate online learning in your classes?

- I do not integrate online learning activities.
- Some class activities are completely online (student discussion forums, surveys, assessments, etc.), but I meet with students everyday.
- My class is a hybrid of face to face and online learning. Students don't meet face to face everyday.
- All classwork is completed online with no face to face instruction (fully online.)

17. Choose the statement that best describes how Internet safety is addressed in your classroom.

- I rely solely on our district Internet filter.
- I follow a district defined Internet safety policy.
- I include some Internet safety strategies in my curriculum.
- I teach Internet safety using my districts K-12 Internet Safety curriculum.

18. Do you feel the technology tools you have available allow you to complete your work both efficiently and effectively?

- Yes
- No

19. Do you feel the technology tools your students have available allow them to complete their work both efficiently and effectively?

- Yes
- No

20. What additional information do you think might be relevant to describing the use of instructional technology in your classroom and/or district?