

Dear District Technology Coordinator,

It is important to get timely education technology data that are accurate and comparable across states. The Milken Exchange on Education Technology, in cooperation with the state technology directors, has prepared a brief survey to be completed by district technology coordinators. The responses will be collected and tabulated by the Milken Exchange.

The Milken Exchange was established in 1997 to advance a compelling national agenda for education through five key strategies: increasing public awareness; advancing public policy; supporting new designs for teaching and learning; building capacity of schools through planning; and reflecting and acting on research and practice.

This project could play a key role in the success of school technology in your state. If we can show that schools have changed for the better when they use technology properly—and that test score gains are not the only measure of improvement—this will help secure future support and funding. We believe that the selected questions will provide a good picture of the status of technology in our nation's schools; and it includes questions that are important but often not asked.

As you answer the enclosed survey questions, please remember that it is a survey of *districts* rather than of individual schools. Thus please reply with reference to the "typical" school, classroom, teacher or student in your district, even though we recognize that there can be significant variance in levels of technology within a district. We are *not* asking districts to survey their schools; we are seeking the views of and information from the district technology coordinators themselves.

In the very largest districts we have asked the state technology directors to send surveys to regional technology coordinators within the districts as well as to the district technology coordinator. If you are one of the regional technology coordinators in a large school district, please respond for your region only.


It is vitally important that we get a very high response rate from districts so that we can provide an accurate picture of school technology in your state. We urge you to complete the survey either in paper form and return it in the accompanying envelope, or over the web by accessing <http://www.milkenexchange.org/pilot/>.

PLEASE RETURN YOUR COMPLETED QUESTIONNAIRE BY MAY 7TH.

The survey should take under one hour to complete.

If you have questions, please contact Dr. Tamara Schiff of the Milken Family Foundation at 310-998-2686 or email her at tschiff@mff.org. Thank you for your participation in this valuable data collection project.

Sincerely,



Lewis C. Solmon

Senior Vice President and Project Director

MILKEN EXCHANGE ON EDUCATION TECHNOLOGY

Survey of Technology in the Schools

We are interested in the perceptions of district technology coordinators. Please respond with reference to the "representative" school in your district, and refer to the "typical" classroom in that school. We have separated our questions according to categories in a framework of Progress Indicators developed by the Milken Exchange in collaboration with the state technology directors.

Your name: _____
 Title: _____
 School district: _____
 Mailing address: _____
 City: _____ State: _____ Zip: _____
 Phone: _____ Fax: _____ Email: _____

How many schools are in your district? Number _____

How many students are in your district? Number _____

If you are responding for a school rather than a district, please indicate if your school is a : (Mark one only)

- Charter school Parochial school Independent school Public school
 Other, please specify

LEARNERS/LEARNING ENVIRONMENTS

1 Please indicate how frequently each of the following occur in schools in your district: (Check frequency for each item.)

	NEVER				ALMOST ALWAYS	DON'T KNOW
SCALE:	1	2	3	4	5	6
Student Use						
Students use computers only in a lab.						
Students use technology in at least some of their regular classrooms.						
Students actively participate in distance learning with other schools.						
The primary student-related use of technology is to teach students how to use the technology itself.						
Students use technology to improve their basic skills with drill and practice programs.						
Students are developing online research expertise.						
Students are interacting/communicating differently and more widely with the help of technology in the classroom.						
Students become more independent learners as a result of technology.						
Students do more school work when not in school.						

Student Outcomes

Students are more engaged in learning due to technology.
 Student understanding of academic subjects has deepened due to technology in the classroom.
 Schools report an increase in attendance on days that students are scheduled to use technology.
 Schools have reported decreases in the student dropout rate attributed to the use of technology.
 Schools report that students have better grades and/or test scores since they began using technology.

SCALE:	NEVER 1	2	3	4	ALMOST ALWAYS 5	DON'T KNOW 6

Teacher Use

Curricula are enhanced by integrating technology-based software into the teaching and learning process.
 Teachers expect that students turn-in class assignments produced with technology (*i.e., word processing, email, spreadsheets*).
 Teachers use technology to provide more inquiry-based learning projects.
 Teachers adjust their teaching practices to meet individual student needs with the help of technology.
 Teachers use cooperative group learning processes.
 Project-based learning takes place.

SCALE:	NEVER 1	2	3	4	ALMOST ALWAYS 5	DON'T KNOW 6

2 What percentage of student classroom time per week is spent using computers or Internet technology? (Check percentage for each item.)

Elementary schools
 Middle schools
 High schools

SCALE:	0%	1-5%	6-20%	21-40%	41-60%	MORE THAN 60%

3 On average, how many queries per week from teachers or schools in your district does your office receive regarding the planning and implementation of technology?

Number of queries: _____

4 In general, where do teachers in your district fall on a scale in which 1 indicates that "they believe technology is just another fad being mandated by those above them" and 5 is "a powerful tool for helping them improve student learning"?

SCALE:	MANDATED FAD 1	2	3	4	VALUABLE TOOL 5

PROFESSIONAL COMPETENCY

5 A) On average, how many hours of technology training has a typical teacher in your district received in the last year?

(Note: The same training can enhance more than one skill; so if, for example, a ten hour course provides training in both software applications and Internet use, enter 10 for both.)

B) How would you rate the skill level of your typical teacher on a scale of 1 to 5 where 1 is beginner and 5 is advanced?

(Indicate hours and rating for each item.)	HOURS OF TRAINING OVER PAST 12 MOS.	SKILL LEVEL				
		SCALE:	BEGINNER 1	2	3	4
Computer use						
Software applications						
Internet use						
Multimedia peripherals						
Online projects						
Using distance learning equipment and infrastructure						
Integrating technology into instruction						
Using email						
Other, please specify						
Total hours of technology training for the typical teacher (<i>not the sum of the above</i>)						

6 To what extent are teachers in your district using technology in their own practice? (Check extent for each item.)

	SCALE:	NOT AT ALL 1	2	3	4	VERY MUCH 5
Administrative work/classroom management (<i>e.g. grade/attendance recording</i>)						
Communicating with colleagues						
Accessing experts						
Accessing training						
Using simulations when teaching science						
Using desktop publishing to teach writing						

SYSTEM CAPACITY

7 Does your district formally keep track of:

	YES	NO
What technology is available at the schools.	<input type="checkbox"/>	<input type="checkbox"/>
The location of that technology in the schools.	<input type="checkbox"/>	<input type="checkbox"/>
How teachers use the technology.	<input type="checkbox"/>	<input type="checkbox"/>
How students use the technology.	<input type="checkbox"/>	<input type="checkbox"/>
How much training in technology your teachers receive.	<input type="checkbox"/>	<input type="checkbox"/>

8 How frequently does your district evaluate technology use in your schools?

- More than once a year
 Yearly
 Less frequently than yearly
 Never

9 To what extent is technology used in student assessment efforts in your district?

SCALE:	NEVER 1	2	3	4	FREQUENTLY 5

10 Are teachers in your district given incentives for acquiring technological fluency and/or for changing their teaching methods to take advantage of the available technology?

YES NO
 (If no, skip to question 12.)

11 What incentives does your district provide for teachers who use technology?

	YES	NO
Salary supplement	<input type="checkbox"/>	<input type="checkbox"/>
Mentor teacher designation <i>(or similar designation)</i>	<input type="checkbox"/>	<input type="checkbox"/>
Participation in special workshops	<input type="checkbox"/>	<input type="checkbox"/>
Release time	<input type="checkbox"/>	<input type="checkbox"/>
Additional resources for their classroom	<input type="checkbox"/>	<input type="checkbox"/>
Positive evaluations	<input type="checkbox"/>	<input type="checkbox"/>
School or district recognition program	<input type="checkbox"/>	<input type="checkbox"/>
Free or discounted computers for their own use	<input type="checkbox"/>	<input type="checkbox"/>
Free software	<input type="checkbox"/>	<input type="checkbox"/>
Other, please specify	<input type="checkbox"/>	<input type="checkbox"/>

12 What technology progress indicators does your district report to the local school boards and/or community? (Mark all that apply.)

- We do not report technology progress indicators*
- Student to computer ratio
- Number of classrooms wired
- Level of teacher technological fluency
- Level of student technological fluency
- Anecdotes about how students and teachers are using technology effectively
- Increases in motivation or engagement of students in the basic academic areas
- Student performance/achievement gains
- Use and effectiveness of distance learning
- Increased administrative efficiencies *(i.e., grading systems, attendance reporting, communicating with parents)*
- Increased teacher productivity
- Externally funded projects
- Community's use of technology
- Other, please specify

EXTERNAL SUPPORT

- 13** Please indicate the level of support (i.e. encouragement, advocacy) for your technology plan by the following groups:
(Check level of support for each item.)

SCALE:	LITTLE OR NONE 1	2	3	4	VERY HIGH 5
Principals					
Teachers					
Teachers' association					
Parents					
School board					
Superintendent					
Students					
Business community					
Software/hardware companies					
Telecommunications companies					
Local post-secondary institutions					
Community groups					
Foundations					
State department of education					
County office of education					
Regional educational service agencies					

- 14** From where has the district and its schools obtained the funds or in-kind goods and services for technology to date?
(Mark all that apply.)

Governmental

- State funds, please specify
- State bonds
- Federal funds, please specify
- District categorical funds for technology
- District general funds
- Local bonds
- Regional educational service agencies
- Other, please specify

Non-Governmental

- Teacher's association
- Software/hardware companies
- Telecommunications companies
- Other businesses
- School fund-raising
- Parents
- Local post-secondary institutions
- Community partnerships
- Foundations
- Other, please specify

- 15** To what extent do the following uses of technology occur in your district? (Indicate extent for each item.)

SCALE:	NEVER 1	2	3	4	FREQUENTLY 5
Community has access to technology in schools during non-school hours					
Students have access to technology during non-school hours					
School staff provides support to community members for their technology needs					
Students provide support to community members for their technology needs					
Parents and teachers can communicate via email					

16 Do schools in your district have formal partnerships that focus on school technology with any of the following groups?

(Mark all that apply.)

- Software/hardware companies
- Telecommunication companies
- Local non-technology business
- Community groups
- Other, please specify
- Foundations
- Professional organizations
- Local colleges/universities
- Regional educational service agencies

TECHNOLOGY CAPACITY

17 Does your district have a formal technology plan? (Check one.)

- Yes, we have a formal plan.
- No, we are in the process of developing a plan.
- No, we do not have a formal district technology plan.

(Note: If you do not have a formal technology plan, please skip question 18 and answer questions 19-23 with your best estimates.)

18 How many years are covered in your district technology plan? _____ years

19 Based upon your district technology plan, what do you think the total cost of implementing technology properly and fully in your district would be for the number of years noted in the previous questions? (Do not reduce your estimate by the discount expected from the E-Rate.) \$ _____

20 Of these costs, how much do you expect to be reduced by the E-Rate? \$ _____

21 What percent of your district technology plan has been fully funded to date? (Include the value of donated goods and services.) _____ %

22 What percent of your district budget currently goes toward technology (hardware, software, infrastructure, technical support, training)?

Percent of capital budget _____ %

Percent of operating budget _____ %

23 In your district, what is the ratio of students to computers available for student use which are capable of accessing the Internet? (Note: These computers can be in classrooms, labs, library media centers or any other location with student access.) # of students to each computer _____

24 What percentage of schools in your district has the majority of its classrooms: (Check percentage for each item.)

SCALE:	0%	1-25%	26-50%	51-75%	MORE THAN 75%
Connected to a local area network (LAN)					
Connected to the Internet via the LAN					
Connected to the Internet via direct telephone line					

25 When technology at schools in your district breaks down (i.e. computer freezes, printer jams, no connection to the Internet), how long does it typically take to fix the problem?

_____ hours or # _____ days

26 In general, how frequently do each of the following provide technical support or maintenance for technology in the schools in your district? (Check frequency for each item.)

	NEVER	OCCASIONALLY	FREQUENTLY
Classroom teachers			
Library media teacher			
Other school staff hired specifically for those purposes (including computer lab teachers, computer aids)			
Other school staff with additional responsibilities			
District providers on contract or as needed			
Commercial providers on contract or as needed			
Students			
Regional educational service agencies			
Other, please specify			

27 What percent of computers at schools in your district are not used? (If zero, skip to question 29.)

SCALE:	0	1-10%	11-25%	26-50%	51-75%	OVER 75%

28 Please indicate how important a factor each of the following is in explaining why these computers are not used. (Check importance for each item.)

SCALE:	NOT IMPORTANT 1	2	3	4	VERY IMPORTANT 5
Teachers are not trained to use them					
Classrooms do not have the appropriate wiring					
No interest					
Too many other computers					
Outdated computers					
Computers require repair					
No appropriate software					
Need to revise curriculum					

29 Approximately what percentage of schools in your district have directly benefited from Federal funds or discounts? (Check percentage for each item.)

SCALE:	0	1-10%	11-25%	26-50%	51-75%	76-99%	100%
TLCF							
E-Rate							
Other, please specify							

30 Please provide a description of your duties and responsibilities in the district:

.....

.....

.....

.....

.....