INSIGHTS AND IDEAS

OF TEACHERS ON TECHNOLOGY

NATIONAL REPORT ON NETDAY SPEAK UP DAY FOR TEACHERS 2004

Thank you to all of the nation's teachers for their dedication and commitment to the future of our children. Your insights and ideas on technology and education are a source of inspiration for all in the education community.

Thank you for sharing your remarkable voices with us through NetDay Speak Up Day for Teachers 2004.

Insights and Ideas of Teachers on Technology

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About NetDay Speak Up Day for Teachers 2004

The objectives for NetDay Speak Up Day for Teachers 2004 were similar to the goals of our first Speak Up Day for Students held in October 2003. Just as with the students, we wanted to give teachers a voice in national and local policymaking and program development around education technology.   Through the collection of authentic, unfiltered data from teachers about their insights and ideas on technology in education, we strived to stimulate new discussions around the role of technology in teaching and learning at all levels of policymaking; from the halls of Congress to local school board meetings across the United States.   In addition, we wanted to reinforce the new national awareness effort that we had begun with Speak Up Day for Students about the importance of including all education stakeholders, including teachers, in the national dialogue about education technology.

In addition, we were keenly interested in how teachers' views on technology, both from a professional work level and a personal use level, would compare with what we learned from the students through our Speak Up Day for Students surveys. Just as we were aware prior to Speak Up Day for Students that today's tech-savvy students were using technology in very different ways that adults realized, we also had a hunch from those same experiences that many teachers were in fact, using technology, particularly in their personal lives, in more sophisticated ways than conventional wisdom would allow. By gaining a clearer perspective on teacher use of technology, our goal was to set a new context for better understanding how their students' dreams and aspirations for technology use in school could be effectively met.

We are very pleased with the results of our first NetDay Speak Up Day for Teachers for several reasons. First, we provided 11,132 K-12 teachers with a genuine opportunity to share their ideas on technology in education with a national audience. Second, we are very optimistic that the insights gained through the findings in this national report will influence and impact education policies and programs at all levels. This report will be shared with decision-makers in the United States Department of Education, members of Congress and many other federal agencies to inform their work. Many states have also requested access to the report data. In addition, schools and districts that participated in Speak Up Day can access their own teachers' aggregated data and many are already using that data to plan new professional development strategies or to develop ways for teachers' voices to be included in local decision-making. Third, as this Speak Up Day was designed to be a companion to the Speak Up Day for Students, the data provides multiple avenues for additional rich comparative analysis between the teachers' insights and the students' views. Finally, the success of Speak Up Day for Teachers reinforces the acceptance of this kind of online data collection and how the reporting of pulse point views can provide value within an education environment.

NetDay is honored to have the opportunity to be a conduit for the insights and ideas of our nation's teachers on education technology.   It is our goal to continue to foster a new national awareness on the importance of including a wide variety of stakeholder voices in such national discussions, and to stimulate new conversations around the effective use of technology in education through our research and reports.

> *"Teachers are well equipped with many ideas on how to better utilize technology."*
>
> *Middle School Teacher – Hamburg NY*

What We Learned

About the Data

From April 14 through May 12, 2004, 11,132 K-12 teachers representing 1,885 schools in all 50 states, the District of Columbia, Virgin Islands and on American military bases worldwide participated in NetDay Speak Up Day for Teachers 2004 by completing an online survey. After the national success of NetDay Speak Up Day for Students, held in October 2003, many teachers contacted NetDay to request a "Speak Up Day for Teachers."   The teachers, from communities all across the country, wanted an opportunity to share their ideas and insights on technology using the NetDay online survey. Though other surveys exist for teachers, they preferred the easy and accessible format of the NetDay survey as well as the authenticity and anonymity of the results. They also felt that NetDay, as a nationally recognized unbiased guardian of information about education and technology, could drive the same level of national awareness for teachers' issues with technology in education as generated by the student Speak Up Day.

This report on the national findings from the data collected through NetDay Speak Up Day for Teachers 2004 reveals teachers' insights and ideas across three dimensions:

1. How teachers use technology in their work lives
2. How teachers use technology in their personal lives
3. How teachers envision technology improving educational opportunities for all students

Where appropriate, we also share how teachers' insights and ideas compare with students' perceptions through the findings of NetDay Speak Up Day for Students 2003.

NetDay promoted Speak Up Day for Teachers to the teachers who had requested it and the schools that participated in Speak Up Day for Students 2003. To reach a wider audience, NetDay partnered with other non-profit and social sector organizations to communicate the message via press releases, emails, listserv postings, newsletters and media coverage. Schools registered for the online event and selected an exclusive "secret code" for their teachers' access. While we did not collect individual teacher names or email addresses, we did ask survey participants to provide demographic data such as age, gender, racial or cultural identity and years of teaching experience. The teachers completed 43 survey questions with multiple choice or rank priority/importance responses and 2 open-ended questions with free-form responses. The survey could be completed from any Internet accessible computer and took approximately 15 minutes to complete.

The NetDay Speak Up Day data is based upon a self-selected, convenience sampling of teachers.   We did not pre-select any teachers for participation in the survey. We have not completed any statistical significance testing on the data collected. With our convenience sampling methodology, we are aware that our data may be most representative of technologically-friendly teachers. To mitigate this concern, in addition to the widespread outreach efforts to insure that a balanced variety of communities and schools were represented in the data, NetDay identified three schools districts, one public school and one private school that planned to have the majority of their teachers take the survey.   We used the data from these 5 educational agencies whose teachers represent the full scale of comfort with technology

to validate our national findings. We appreciate the support and ideas shared with us from these 5 educational agencies:

- Castilleja School – Palo Alto, CA (42 teachers participated)
- Hamburg Central School District – Hamburg, NY (241 teachers participating)
- Northwestern Lehigh School District – New Tripoli, PA (110 teachers participating)
- Plano Independent School District – Plano, TX (1,306 teachers participated)
- San Juan Elementary School – San Juan Capistrano, CA (21 teachers participated)

The findings in this national report are important for all education stakeholders to review for three significant reasons. First, the results of NetDay Speak Up Day for Teachers 2004 provide a timely collection of authentic, unfiltered insights and ideas from teachers on their professional and personal uses of technology.   These findings are useful in helping to inform new policies and programs to support the effective use of technology within education today. Second, the teachers' insights can also stimulate new conversations, particularly at school site and district levels, about the role of technology in a teachers' professional life and how schools and districts can better support those uses. These new conversations provide opportunities for new ideas to emerge and new knowledge to be gained by all key education stakeholders.   Third, the insights and ideas shared by the teachers through the Speak Up Day survey provide an important context for better understanding the voices and views of the students. In many ways, the students and teachers share some common frustrations as well as visionary dreams for future technology use in schools.   The findings in this national report provide both a snapshot of teacher's insights and ideas today, but also a starting place for new discussions on the role of technology within education.

"I believe technology in the educational environment should model what technology has achieved in the business environment. Allowing teachers to be more productive, better informed, and better able to communicate with our clients (parents). Allowing parents to have access to their students' current grades with online gradebook programs has made it much easier to keep tabs on their children. It also gives teachers the ability to better keep track of students that may not be keeping up with class."

High School Teacher from Schaumburg IL

Overview of National Participation

11,132 surveys submitted by teachers from 1,885 schools during the survey time period April 14 - May 12, 2004.

- Job assignment: Classroom teacher with direct student responsibilities (76%)

- Grade assignment: K-5 (40%) Gr. 6-8 (24%) Gr. 9-12 (36%)

- Gender distribution: Female (80%) Male (20%)

- Age distribution: under 29 (14%) 30-39 (25%) 40-49 (25%)
  50-59 (30%) + 60 (3%)

- Experience distribution: 5 or less year (29%) 6-15 years (34%)
  16-25 years (21%) + 26 years (16%)

- Geography: All 50 states + DC + Virgin Islands + DOD schools
  Highest state participation: TX, NC, PA, FL, NY

- Community profile: Urban (26%) Rural (34%) Suburban (40%)

- School profile: Charter (1%) Private (3%) DOD (4%)
  Catholic (5%) Public (87%)

- Technology access: Has at least 1 Internet connected computer in class (98%)
  Has a school supplied email address (98%)
  Has an Internet connected computer at home (93%)
  Has a personal email address (92%)

Major Themes of National Findings

Teachers understand and value the impact that technology has on their professional duties, and on their students.

Teachers' professional use of technology closely mirrors students' use of technology for schoolwork.

Teachers are active technology users in their personal lives – just like their students.

Teachers have distinct ideas on how the use of technology within education can be enhanced and want to be more involved with local and national discussions on technology.

Defying conventional wisdom, older teachers are as comfortable and fluent using technology as their younger colleagues.

Teachers that "walk the talk" have the strongest views on the value of technology within education.

What We Learned: How Teachers Use Technology in Their Work Lives

> *"I find our technology to be a great tool for multi-tasking. As a teacher this allows me more time to work with individuals or smaller groups while students continue learning and extending their skills on a particular concept."*
>
> *Elementary School Teacher – Plano TX*

Many research projects have documented how teachers support students' use of technology for learning, but the NetDay Speak Up Day for Teachers survey focused on how teachers, as professionals, use technology to meet their work requirements.   Just as other professionals such as lawyers, doctors, accountants or marketing executives, have had to learn how to effectively use technology to support their professional responsibilities, so have teachers had to demonstrate how technology can be leveraged to increase personal productivity, expand communications and enhance personal job satisfaction and achievement.   That learning process is a very different from learning how to support students' use of technology.

The Speak Up Day data revealed teachers' attitudes about technology use in their work lives as well as the ways in which they are actually "walking the talk" by using technology. While the overwhelming majority of Speak Up Day teachers felt strongly about the value and impact of technology in their work lives, certain teacher profiles emerged as stronger champions of actual practice than others.   Interestingly, this divide within teachers as a cohort group closely mirrors a divide amongst students we uncovered in our Speak Up Day for Students national findings.

The Talk

> *"I integrate technology into my day to day classroom management. We "vote" on the computer everyday. We visit Internet sites to enhance a lesson. I have noticed a remarkable improvement in class discipline and attention since I began using my laptop in front of the class – hooked up to an overhead screen. I will be utilizing a smartboard in the next month to take that next step forward towards total integration."*
>
> *Elementary School Teacher – San Juan Capistrano CA*

Teachers highly value the significance of technology in their accomplishments as a teacher. 87% of the teachers in our national database indicated that technology was important or very important to their value as a teacher.   When asked to choose statements that most accurately reflect their views on the impact of using technology, the teachers chose strong positive statements such as "lesson plans are richer because of information from the Internet" or "students are more engaged in learning" over negative statements about students cheating or changes in the role of the teacher.   Almost half of the survey respondents told us that technology has had the greatest impact in teaching and instructional support. Teachers' increasing dependence upon technology within their work lives is evident also. When asked

about the impact on their work lives of not having Internet access, 89% of the teachers said that the loss of web access today would impact their professional responsibilities.

Teachers feel positively about how technology is supported by their school or district.
We learned that 75% of teachers feel that their school-based work conditions encourage their use of technology. This statement reflects the strong availability to technology enjoyed by our survey participants through in-classroom computers and email accounts provided by school districts. When asked about their administrators' priorities for technology use, 85% labeled effective use of technology a top or middle priority for their own school. Professional development provided by their school or district also received high marks from the teachers. 91% of the teachers felt that training provided by their district at least somewhat adequately prepared them for using technology within instruction, with 35% stating that the training very much met their needs. Only 62% of the teachers, however, felt that their pre-service education on technology prepared them at all, with younger teachers giving higher marks to their more recent pre-service experiences than older teachers.   Even among teachers under age 29, however, only one-third felt that the pre-service training provided by their university or college of education very much prepared them for classroom technology use.

Teachers also feel positively about the role that technology plays in helping them meet state and federal accountability requirements. 78% of the survey respondents called technology an asset in meeting those requirements; only 3% labeled technology a distraction.

All of these convictions were held by most teachers without distinction by teacher age, years of experience, gender or racial/cultural identity. Contrary to conventional wisdom, older teachers are just as likely as younger ones to have positive views on technology. Whether teachers had access to technology in school, out of school, or both, and regardless of their familiarity with online activities, they placed a high value on technology. The teachers' high regard for the potential of technology within their professional life was consistent no matter where they lived (type of community - urban, rural, suburban, state of residence or region of the country). Across the board, the teachers' "talk" about technology reflects a sophisticated, informed and receptive attitude that signals a significant opportunity for further leverage within our schools.

The Walk

> "*I've learned to clone myself!!! Record yourself doing guided reading of your favorite books. Save it on your hard drive. Copy to mini-CDs, CDs and MP3 players. Ta-da! You're everywhere doing personal guided reading with students while supervising all classroom activity.*"
>
> *Middle School Teacher – Lincolnton NC*

Like their students, teachers are using technology devices and web tools regularly to meet their school-based responsibilities. The most common technology devices used by teachers on a weekly basis include the desktop computer, cell phone and digital camera. Email and Internet search engines are the most frequently used Internet tools.   We also learned that on a weekly basis teachers are using technology primarily to communicate with colleagues and

administrators, prepare tests and handouts using word processing products, keep attendance records and grades and research information for their students.   Though promoted as effective uses of technology, teachers were less likely to use technology to communicate with parents and students, conduct student assessments or seek online professional development. Teachers with an email address provided by the school use it to communicate with peers at their own school site, their administrators and other education colleagues at other schools or in education associations.   **The role of email as a primary tool in a teacher's professional toolkit continues to expand in importance.**

When asked how they learned about new technology and Internet sites, 25% of the teachers told us that they simply explore on their own; 22% are tapping into the expertise of their peers. The district technology staff or school site based librarians or media coordinators still play a significant role for 22% of the teachers also.   When evaluated by a teacher's self-assessed skill level, we learned that teachers who considered themselves advanced tech users were more likely to do their own exploration and the ones who described themselves as average or beginner, were more likely to seek assistance from another teacher. Very few teachers chose "banner ads," "new stories," "television or radio ads," or "students" as a primary source for learning about new technologies for their professional activities.

As local technology support continues to be an issue for many schools, more teachers are comfortable today with leveraging student expertise in their classroom. 71% of teachers told us that they were comfortable with asking their students to help with tech support in the classroom. Interestingly, the older the teacher, the more comfortable with using student tech support. While 75% of the teachers in the 60-69 age range would tap into student expertise, only 65% of the teachers under age 29 would do the same. Inversely, younger teachers are more likely to wait for professional tech support than older teachers. While this finding defies conventional wisdom, it also may reflect the older teachers' classroom management expertise or experience with school-based or district technology support capacity.

While much national discussion has focused on how teachers are integrating technology into daily instruction, in keeping with our focus on professional use of technology, we asked the teachers how often they included information or materials from the Internet as they build or refresh lessons or classroom projects. In another demonstration of the increasing sophistication of teachers with Internet tools and resources, 22% indicated that they always include Internet materials, 53% do sometimes.   Only 19% labeled that type of an activity as occasional and only 3% said that they never do it.   Those findings were consistent across gender, age or racial/cultural identity of the teacher as well as classroom access to a computer or email access at school.   35% of self-assessed advanced teachers always include Internet materials into their lessons, but only 13% of average teachers and 5% of beginner teachers do the same.

Different Paths

"Give teachers who are tech savvy time to work with non-tech savvy teachers. Teachers learn best from other teachers."

High School Teacher – Annandale VA

As with our finding about how advanced teachers were incorporating Internet materials more frequently than our national average, there are several other findings that reflect the emergence of different profiles of technology users amongst teachers.

At the national level, 39% of the Speak Up Day teachers assessed themselves as advanced, 49% as average and only 8% as beginners in terms of technology use in their professional lives. However, the behavior and attitude of the self-assessed advanced teacher is very different than that of the self-assessed average or beginner tech-using teacher. **Advanced teachers are more likely to place a higher priority on tech use as an accomplishment factor, more likely to be a self-explorer on new technologies, more likely to be familiar with national education technology planning and consider themselves a mentor to family and friends on technology issues.** The self-assessed beginner demonstrates a different set of values and behaviors. Only 14% of beginners feel that technology use is very important to their accomplishments as a teacher; they are less likely to see technology as an asset in meeting state or federal accountability requirements, and more likely to identify the greatest impact of technology today as in communications, rather than teaching and learning support.

Teachers' feelings about technology mirror their activities as well. When asked to choose which statement best describes their feelings about using technology, 41% of the teachers chose "enjoy learning new ways to use technology," 30% indicated that they "use it a lot but it is just a tool, not a hobby," and 26% consider themselves a "technology mentor for friends and family." The technology "learners," "users" and "mentors" each reflect a different profile with a different set of values and behaviors regarding professional technology use. While two-thirds of the mentors strongly identify with teaching and instructional support as the greatest impact of technology, that support view is not as widely held by the learners or users who tend to gravitate more to communications and management as important impacts. While 95% of mentors and learners feel that the loss of the Internet would impact their professional lives, only 79% of users feel that same way. Users are more likely to seek out the district technology staff to learn about new technologies and more likely to be disappointed by pre-service training than mentors or learners. Mentors, learners and users cannot be easily classified by age, gender, and racial/cultural identity or by their access to technology, either at school or at home. However, it is important for schools to recognize their different perceptions and values regarding technology use and adapt support mechanisms and programs for each teacher's needs.

Teachers & Students: Are they walking the same path?

> *"I think the formation of a faculty technology committee to continue to explore how best to use technology would be a good start. I also think that students and parents should be involved as well. In this manner the students, many who are more tech literate than the educators, would have input. Parental participation should be encouraged as this brings community members in to play and more financial support."*
>
> *Middle School Teacher - Plano TX*

Eleven (11) of the survey questions for teachers were the same or similar to questions on the student surveys. A comparison of the responses provides a better understanding of the

viewpoints of key education stakeholders as well as a virtual location to start new discussions around the effective use of technology in education. **Like students, teachers have a professional and a personal use of technology.** And a wealth of meaningful experiences with technology that add a new sophistication and complexity to both national and local dialogues on tech use in school.

Teachers and students are using similar technology devices and online tools for their work. Like teachers, more and more students are exploring on their own to learn about new technologies and Internet sites or relying upon their peer network for advice. When asked how students learn about new technologies, however, teachers minimized the students' inclination to explore and instead, 28% of the teachers said that "teachers" were the primary source for students' knowledge about new technologies. In fact, only 13% of students rely upon teacher recommendations on technology.

Over two-thirds of students view themselves as average technology users while teachers tended to rank their own skills as more advanced. A greater number of students see themselves as "enjoying learning new ways to use technology" and less as technology mentors than their teachers. But both groups feel strongly that the loss of the Internet would impact their professional lives, as either students or teachers.

Although student tech use differs from teacher tech use in many ways, the shared values present an opportunity for discussion about how to leverage technology to increase productivity and achievement for both students and teachers.

What We Learned: How Teachers Use Technology in Their Personal Lives

> *"If we had access to our school server from home it would greatly improve the convenience for teachers to update their websites and their online grade updates."*
>
> *Middle School Teacher - Dexter MI*

Teachers are active and accomplished users of technology in their personal lives as parents, spouses, home owners, consumers, hobbyists, travelers, volunteers and sports enthusiasts. In many ways, they are just like their students.

Teachers clearly navigate the information highway in their personal lives with 93% of the Speak Up Day teachers having a home computer with Internet access and 92% having a personal email account excluding one that may be provided by their school or district. 44% of the teachers have a broadband connection from their home (either cable or DSL). That broadband factor is not differentiated by age, gender or racial/cultural identity and remains consistent across all three levels of self- assessment: advanced tech user, average tech user or beginner tech user.

Teachers as personal technology users engage in many of the same activities online as other adults in America. Their most popular online activities include getting directions, making a purchase, reading a news story, making travel arrangements, researching medical information or checking on a sports team schedule.   Today's tech-savvy students play more online games and download music and movies more than the adults. Like our middle and high school students however, the #1 online activity for teachers in their personal lives is emailing with friends and family members. Surprisingly, teachers had a stronger reaction than students to the idea of losing Internet access and its impact on their personal life. 89% of teachers felt that no longer having access to the Internet would impact their personal activities versus 79% of the students in grades 7-12.

And finally just like their students, teachers are using their home access to technology to do school related work. We learned that 25% of the teachers are spending up to half of their personal (out of school) time online doing school related work, averaging 1-5 hours a week of online time for professional tasks.

Teachers' personal experiences with email, broadband access and a variety of online activities is starting to shape their perceptions for how technology can be better used within the classroom. Many of the ideas shared by the teachers through the survey process reflect a new understanding of technology capabilities and the potential to use those capabilities to enhance personal productivity or impact student learning and achievement.

What We Learned: How Teachers Envision Technology Improving Education

> *"Many educators recognize that technology can serve as an extremely powerful tool that can help alleviate some of the problems of today's schools. Technology has the potential to increase student motivation and class attendance, and can be used to address many learning styles. But is has got to be integrated in the lesson! Not the lesson itself. Professional hands on development is sorely needed in this area."*
>
> *Vocational Teacher - DeFunaik FL*

The potential for a new paradigm for technology use to improve educational opportunities for students is quite promising, given teachers' positive attitudes about technology's value and their increasingly sophisticated use of technology in their professional and personal lives.

When presented with an opportunity to think beyond the current scope of technologies in their classroom, teachers shared many ideas that echoed the students' views as well. If teachers were designing a new school for teachers just like themselves, they believe that having fast, wireless Internet access throughout the school would be the top priority.   The students said exactly the same thing.   Additional priorities noted by the teachers included a new computer for every teacher, access to the school network from home, adequate tech maintenance and

support and onsite staff to provide just in time help with technology.   These priorities reflect many of the frustrations that we heard from teachers in the open-ended responses, and they also mirror the teachers' increasing sophistication with Internet tools and capabilities. Teachers place a high value on the ability to increase communications with students, parents, administrators, and other teachers, and their desire for increased capacity to meet those needs is evident throughout the teachers' comments.   Teachers also talk about the need to move beyond the discussion of "integrating technology" to just using it in all subject areas as any other tool without special restrictions or emphasis.   This reflects the teachers' comfort with technology tools and their own abilities to find new resources, with less reliance upon prescribed technology-curricular templates or formulas.   The desire for remote access to school networks is representative not only of the increasing blending of school and home time via online capacities but also increased dependence on electronic knowledge systems in school networks.

When asked to identify any obstacles to technology or Internet use at their school for professional tasks, the number one response by teachers was "lack of time in the school day." This was the same response provided by the students in our Speak Up Day for Students survey in October 2003 and indicates another area of commonality between students and teachers not previously identified.   Other obstacles for teachers included "not enough computers," "computers that don't work," "slow access to the Internet," and "school filters and firewalls."   Most surprising is the inclusion of school filters as a teacher-selected obstacle.   This is another indication of the increasing sophistication of the teachers regarding Internet access and their knowledge that, while filters help block harmful sites, they also block helpful or important sites. As with the desire for wireless access on school campuses, the open-ended comments of the survey included a great deal of viewpoints on the limitations of today's filtering software. For many districts and schools this information shows the teachers' increasing knowledge about technology, and also their frustrations with policies and programs that may no longer reflect the leading edge of teachers' sophistication and comfort with technology.

Teachers want to have a greater voice today in school based discussions and decisions on technology, especially in terms of their own professional use of technology to support their work lives. When asked which education stakeholder group should have a greater voice in how technology is used in schools, teachers chose their own group by an overwhelming response. Teachers' request is for meaningful involvement that reflects their particular experiential knowledge and role in the instructional process.   Just as we learned from Speak Up Day for Students, teachers' insights and ideas, as shared through this report, can illuminate new areas of commonality, bring to the forefront new discussions and open doors for realizing the long overdue promises of technology within education.

> *"Include teachers in drafting technology plan and offer strategic spending with long-term budget and support so goals can be seen through the "final mile" by committed members of the building community."*
>
> *High School Teacher - Brooklyn NY*

What We Heard

Teachers participating in Speak Up Day 2004 had an opportunity to respond to two open-ended questions.   A majority of the participating teachers took advantage of that opportunity to share with us their authentic and unfiltered ideas on how technology could be better used at their school and/or how they believe teachers could get more involved with local decision-making. Here is a sampling of some of the more than 5,600 meaningful insights and ideas that we heard from teachers.

What good ideas do you have for how technology could be better used at your school?

"This year I made a webliography, including all subject areas taught. It is continually up-dated. Students do not have to ask permission to go to a site that is on the webliography. It cuts down on wasted time searching the net for research info." Elementary School Teacher – Mannheim, Germany (US Department of Defense School)

"Text reader and voice to text software would make special needs students more independent in the learning process." Elementary School Teacher - Owen County KY

"Technology should be used to facilitate the publishing of student school work online for their classmates, interstate, and international friends, colleagues and strangers, to read, appreciate and provide feedback. This will provide a great deal of meaning to the students' work, having a much wider audience." High School Teacher - Colorado Springs CO

"More teachers helping teachers in an informal setting. Some teachers do not like to attend professional development because they feel uncomfortable in this setting or are uncomfortable with their ability level. More on site development would help those teachers to feel less threatened and more comfortable with tech exploration. Most every site has at least one techno savvy person." Elementary School Teacher - Gastonia NC

"Making digital voice recordings of lessons that students can load onto iPods for listening en route to class." Middle School Teacher - New York NY

"Issue each student in 9th grade a palm device pre-loaded with all the school policies, school calendar, etc., that they keep for 4 years eliminating the need for annual issue of agendas and can immediately update the information - wireless technology." High School Teacher – Mt Juliet TN

"In PE, students could access via laptop their own fitness, BMI, and nutritional levels. At the laptop center/station, a learner could enter vital statistics to learn BMI results, enter food intake data to configure glycemic loads, and by entering fitness data could learn her personal fitness level." Elementary School Teacher - Westbrook ME

"I would love to see a handheld pc program that lets you enter grades as you walk around the room." Private School Teacher – New Milford NJ

"I would like to see teachers use listservs or bulletin boards to communicate with parents and engage them more in learning activities in and out of the classroom." Elementary School Teacher - Catawissa PA

"I would like to have a remote keyboard that I could use to move around the room when showing presentations from my computer on the tv screen. It is hard to monitor student behavior and participation when stuck at the desk." High School Teacher - Benson NC

"I want to use e-portfolios for helping my students self-assess and self-correct their presentations." High School Teacher - Plano TX

"I think that the students should be able to email the work to the teacher, not print out. I would love to see desks that flip up with computers on the flip - side." Elementary School Teacher - Beaverton OR

"I have used a webcam to keep a student up to date while at home recovering from surgery. He participated in labs by viewing them and talking to his partners via IM/microphone." High School Teacher - New Tripoli PA

"Creating a file/record on each student, which could be accessed by the student's parents. Pictures and personal work could be scanned and saved in their files. As well as, integrating the use of digital cameras and videos on student documentation and their progress." Elementary School Teacher - Camp Lejeune NC (US Department of Defense School)

"As a faculty we could communicate with each other through a network, send paperwork to the office, respond to any questions from the office, send attendance and work collaboratively with each other." High School Teacher - Chesapeake VA

"I would like to see teacher able to access the Internet more effectively by removal of the filter system, or a separate account for teachers allowing us to bypass the filter." High School Teacher – Hamburg NY

What one way to do you think teachers can get more involved with technology decisions at your school or district?

"Tech is frequently criticized for failing to meet needs that were not known, or not answering questions that were not asked. Do your homework in identifying what you need (as opposed to demanding whatever new widget you saw at a conference), let your tech people know what you need, and respect their ability to provide." High School Teacher - Hilton Head Island SC

"Teachers could work together to write publicity for the school to involve local businesses to contribute equipment." Middle School Teacher - Decatur GA

"Teachers can start an "Open Mic" format meeting for technology involving IT and administrative personnel. This format would allow for free exchange of ideas, troubleshooting and flexible agendas. Direct input to the "powers that be" should prove mutually beneficial." High School Teacher - Akron NY

"Open a chat room format for the district where teachers can input comments over a period of time. Then address the issues and ideas in a meeting that incorporates the information." Elementary School Teacher - Avondale AZ

"List-serves for each subject area or age group should be created for all teachers in the system (ours is world-wide; others could do so on a district, region, state, and/or area level) so they can share lesson plans, success stories, ideas about the textbook(s), etc. Subscribe to technology-oriented professional development e-zines and share what they learn with their colleagues in their field and read them." Middle School Teacher - Ansbach Germany (US Department of Defense School)

"I think a good way to start is with a survey of teachers like this one. Second, I think development days should be dedicated to technology development and enhancement for each school district depending on budget constraints." Elementary School Teacher - Peoria AZ

"Having a message board of current updates and problems will get teachers who are afraid of or inexperienced with the computer involved. This will give them a place to share what their findings or complications are and see others. Communication in any form helps a school progress. Sharing experiences and resources are important in the collaboration of a technology plan." High School Teacher - Buffalo NY

"Creating a teacher panel that discusses the technology uses they have used or seen. The committee can rate software programs, create a technology newsletter for the school district, and share resources (lesson plans, projects, online assessments, etc), that have been used and rated as successful uses of technology integration." Middle School Teacher - Orchard Park NY

"I feel that teachers need to have time to work together collaboratively to plan quality learning experiences that integrate technology. Without the time to learn how to do this and the time to actually do this, technology literacy in the schools becomes a shotgun approach at best." Elementary School Teacher - Cottage Grove WI

"I think that a good way teachers could get more involved is to start a technology type learning committee." Middle School Teacher - Houston TX

"I think that our school could benefit from a technology mentoring program. If time were set aside to train a few of us who feel comfortable with technology, we could encourage, teach, & support our fellow teachers. We already do this informally, but I think more teachers would be reached if it were a formal program." Elementary School Teacher - Springboro OH

"I think that threaded discussion groups are one possibility. Posting subjects on something easy to use such as nicenet.org would make it possible for more people to participate. It also helps if teachers know that someone is reading and responding to their thoughts-- otherwise, why use valuable time for giving ideas that have no audience and no buy-in from decision makers." Middle School Teacher - Kaiserslautern Germany (US Department of Defense School)

"I would like to participate in a study group or support network with fellow teachers, so I don't feel so alone in tackling technology. These groups could tie into campus and district planning, so there would be teacher input when purchasing decisions are made." Technology Coordinator - Lufkin TX

"Departments should spend more time coordinating their technology goals so that there's a smooth and well-articulated plan throughout the school career of the students, and student expectations are more clear." Private School Teacher – Palo Alto CA

"Most teachers are on the outside and rarely see what is new and innovative until it is almost old. Teachers need to experience technology conventions and demonstrations of the cutting edge equipment." Elementary School Teacher – Hamburg NY

Acknowledgements

Lee Zia – National Science Foundation
Linda Roberts – former Director of the Office of Education Technology, US Dept. of Education
Tom Carroll, Kathleen Fulton – National Commission on Teaching and America's Future
Yvette Goslee – Prince George County Public Schools (Maryland)

Our Partner Schools/Districts

These forward thinking, innovative schools and districts made a two-faceted commitment to NetDay – to encourage a high percentage of their teachers to participate in Speak Up Day and then to share with us how they are using the Speak Up Day data within their own districts and schools. Their insights and ideas have helped to shape this report and our ongoing dissemination of the Speak Up Day data to both national and local policymakers.

Castilleja School – Palo Alto CA (Steve Taffee)
Hamburg Central Public Schools – Hamburg NY (Tom Nemmer)
Northern Lehigh Valley Public Schools – New Tripoli PA (Leah Christman)
Plano Independent School District – Plano TX (Jim Hirsch and Mary Hewett)
San Juan Elementary School – San Juan Capistrano (Maria Campbell)

Our Project Management and Support Team

To insure that Speak Up Day for Teachers was another success, we reconstituted our original Speak Up team. And once again, they made it seem so easy! On behalf of all of the teachers who participated in Speak Up Day for Teachers, we thank you for your dedicated commitment to this project and its success.

Karen Greenwood Henke (Nimble Press) – Project Management & Website Editorial

Judith Marciante (Pointline Interactive) – NetDay.org Website Guru

Carl Paul (IBT Software) – Web Development and Database Management

Barbara Lang, James Schremp and all of the team at NetTango – Web Development and Survey Hosting

Kelly Connelly (Kelly Connelly Design + Print) – Report Design

Appendices

About NetDay

National Data Summary & Comparative Summary

About NetDay

NetDay, an education technology nonprofit organization, provides national leadership and effective resources to schools and communities through innovative web-based initiatives that help develop local capacity and knowledge for effective technology usage in K-12 education.

NetDay's mission is to connect every child to a brighter future through the effective use of technology within education. We accomplish this mission by supporting the work of educators, parents and communities with research and resources on how to best utilize technology to improve educational opportunities for all children.

Our Board of Directors

NetDay is lead by a very active and dedicated Board of Directors that brings business, education and non-profit experiences to our leadership team. We are very proud to introduce our 2004 NetDay Board of Directors:

Alan Arkatov	CEO & President, Burson-Marsteller, Southern California
Gary Beach	Publisher, CIO Magazine
Alfred R. Berkeley, III	Chairman, Community of Science
Dave Boliek	Founder, ExplorNet
Julie Evans	CEO, NetDay
John Gage	Chief Researcher, Sun Microsystems, Inc. and NetDay co-founder
Raouf Halim	CEO, Mindspeed Technologies
Lori Remley Mody	President and Founder, WIN-WIN Strategies Foundation
Nancy Pfund	Managing Director, JP Morgan H&Q
Linda Roberts	Education Consultant, former Director of Education Technology, United States Department of Education

In addition, we are very proud of the continued involvement and support of our recently retired board members, **John Doerr**, partner, Kleiner Perkins Caufield & Byers; and **Ira Fishman**, partner, Patton, Boggs LLP, who both served admirably on our Board of Directors since 1998.

Our Speak Up Day Team

- **Julie Evans**, Chief Executive Officer
- **Karen Greenwood Henke**, Speak Up Day Project Manager & Web Editor
- **Judith Marciante**, Web Guru
- **Kathy Mathieu**, Director of Finance
- **Carl Paul**, Web Developer and Database Administrator
- **Susie Scott**, Program Support Coordinator
- **Irene Spero**, Director of External Relations
- **Jackson Truong**, College Intern, University of California - Irvine