



Survey for Teachers

Dear Teacher:

All staff members with instructional responsibilities are invited to complete this short survey on their personal and professional use of technology. By "technology", we mean all kinds of electronic devices, not just computers and the Internet. The purpose of Speak Up Day for Teachers is threefold:

1. To collect national data about how teachers feel about using the Internet and technology in their professional and personal life.
2. To raise awareness about the importance of teacher voice as a stakeholder in technology decisions.
3. To promote conversations at the local school level about the role of technology in learning with input from students through the first Speak Up Day and from teachers.

All of your answers are 100% confidential. We have not asked for your name, but we do request that teachers participate as a member of their school. You will be able to view aggregate data from all surveys submitted by teachers at your school after the close of the survey.

Please remember that you cannot save your work and must complete the survey during one session.

Your NetDay Speak Up Day Team

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*** If you are out of time, please send us all the questions you have completed.**

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Survey for Teachers

Survey Questions:

1-4 5-10 11-16 17-24 25-35 36-40 41-42 43-45

All of your answers are 100% confidential. For multiple choice questions, please review all options before choosing.

1 What is your current job responsibility

- Classroom Teacher
- Instructional Aide
- Special Education Teacher
- Curriculum Specialist Teacher
- Librarian / Media Coordinator
- Technology Coordinator
- Administrator
- Other

2 What grade(s) do you currently teach? (check all that apply)

- Pre-K
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- Ungraded
- All Grades

3 What subject area do you currently teach?

- Multiple Subject Areas
- English
- Math
- Social Studies/History
- Science
- Foreign Language
- Visual and Performing Arts
- Yearbook/Newspaper
- Physical Education
- Technology
- Business
- Vocational
- Special Education
- English as a Second Language
- Other

4 At the end of this school year, how many years of teaching experience will you have?

(Include both public and private school experience)

years

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5 In which area of your professional responsibilities as a teacher has technology had the biggest impact?

- Teaching and instructional support (ie: presenting lesson plans, facilitating a project-based learning activity, or researching information)
- Student assessment (ie: online testing or student portfolios)
- Classroom management activities (ie: tracking attendance or word processing worksheets)
- Communications (ie: emails, newsletters, or class websites)
- Professional Development (ie: skill training or reading articles about teaching with technology)
- I do not use technology for any of these tasks.

6 Which of these devices do you use in a typical week for work? (check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Desktop Computer | <input type="checkbox"/> Digital Camera |
| <input type="checkbox"/> Laptop Computer | <input type="checkbox"/> Digital Camcorder |
| <input type="checkbox"/> Cell Phone | <input type="checkbox"/> CD Burner |
| <input type="checkbox"/> PDA | <input type="checkbox"/> MP3 Player |
| <input type="checkbox"/> Scanner | <input type="checkbox"/> Other |
| | <input type="checkbox"/> None of the Above |

7 Which of these Internet tools do you use in a typical week for work? (check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Email | <input type="checkbox"/> Listservs |
| <input type="checkbox"/> IM | <input type="checkbox"/> Personal site (i.e. My Yahoo) |
| <input type="checkbox"/> Weblogs | <input type="checkbox"/> Other |
| <input type="checkbox"/> Internet search engines (i.e. Google) or directories (i.e. Yahoo!) | <input type="checkbox"/> Portal sites (i.e. Blackboard or SchoolNotes) |
| <input type="checkbox"/> Message Boards | <input type="checkbox"/> Chat Rooms |
| | <input type="checkbox"/> None of the above |

8 Do you have at least one Internet connected computer in your classroom to use for professional tasks?

- Yes
 No

9 Does your school or district provide you with an email account?

- Yes
 No
 Not Sure

10 Do you use your school email account to communicate with . . . (check all that apply)

- Parents
 Students
 Administrators
 Other teachers at your school
 Other teachers not at your school
 Professional associations/organizations
 Other

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11 How are you most likely to learn about new technology products and Internet sites to help you with your work?

- | | |
|---|--|
| <input type="radio"/> Other teachers | <input type="radio"/> Professional development classes |
| <input type="radio"/> Students | <input type="radio"/> Friends or acquaintances |
| <input type="radio"/> Parents of your students | <input type="radio"/> Listservs and E-newsletters |
| <input type="radio"/> Librarian or media specialist | <input type="radio"/> News stories |
| <input type="radio"/> Curriculum specialist | <input type="radio"/> Banner ads on websites |
| <input type="radio"/> Administrators | <input type="radio"/> Television or radio ads |
| <input type="radio"/> District technology staff | <input type="radio"/> Exploring on your own |
| | <input type="radio"/> Other |

12 How do you think your students are most likely to learn about new technology products and Internet sites?

- | | |
|---|---|
| <input type="radio"/> Teachers | <input type="radio"/> Classes after school |
| <input type="radio"/> Other students or friends | <input type="radio"/> News stories |
| <input type="radio"/> Parents or family members | <input type="radio"/> Banner ads on websites |
| <input type="radio"/> Librarian or media specialist | <input type="radio"/> Television or radio ads |
| <input type="radio"/> Classes at school | <input type="radio"/> Exploring on their own |
| | <input type="radio"/> Other |

13 What, if any, obstacles do you face in using technology and the Internet at school for professional tasks? (check only 4)

- | | |
|--|--|
| <input type="checkbox"/> Not Enough Computers | <input type="checkbox"/> No reliable technology support when things don't work |
| <input type="checkbox"/> Computers that don't work or are outdated | <input type="checkbox"/> School filters and firewalls |
| <input type="checkbox"/> Slow access time to get on the Internet | <input type="checkbox"/> Lack of support from our administrators |
| <input type="checkbox"/> Computers are not in a convenient location | <input type="checkbox"/> Limited knowledge on how to use the technology |
| <input type="checkbox"/> Outdated software | <input type="checkbox"/> Limited understanding of how to integrate technology |
| <input type="checkbox"/> Lack of software or websites that support state standards | <input type="checkbox"/> Other |
| <input type="checkbox"/> Lack of time in school day | <input type="checkbox"/> No obstacles |

14 Did your pre-service education adequately prepare you to use technology for instruction?

- Very Much
 Somewhat
 Not at all

15 Has the professional development you have received through your district or school adequately prepared you for using technology for instruction?

- Very Much
 Somewhat
 Not at all

16 Thinking about other teachers at your school, do you consider yourself

- An advanced tech user – more expert than most of your colleagues
 An average tech user – the same as most of your colleagues
 A beginner tech user – your skills are not as developed yet as your colleagues

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17 Do your school working conditions (including access to technology) encourage or discourage your use of technology?

- Mostly encourage
- Mostly discourage
- Mixed bag

18 How does effective use of technology rank as a priority for your school administrators this year?

- Top
- Middle
- Low
- Not a priority this year

19 Which of these professional tasks do you do weekly using technology? (check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Keep records such as grades and attendance | <input type="checkbox"/> Communicate with your colleagues |
| <input type="checkbox"/> Word processing of tests, handouts, other materials | <input type="checkbox"/> Communicate with administrators |
| <input type="checkbox"/> Prepare lesson plans | <input type="checkbox"/> Participate in online professional development |
| <input type="checkbox"/> Present lessons | <input type="checkbox"/> Research information for your students |
| <input type="checkbox"/> Facilitate project-based learning activities | <input type="checkbox"/> Conduct student assessments |
| <input type="checkbox"/> Learn about state and/or district standards | <input type="checkbox"/> Seek peer-to-peer advice and counseling |
| <input type="checkbox"/> Communicate with students and parents | |

20 As you build or refresh lessons or classroom projects, how often do you include information or materials from the Internet?

- Always
- Sometimes
- Occasionally
- Never

21 Do you see technology use as an asset or a distraction from meeting state and federal accountability requirements?

- Asset
- Distraction
- Not Sure

22 How do you feel about asking your students for assistance with technology?

- I tap into the expertise in our classroom – if that includes students, I am happy to ask for their help.
- I only seek help from students who have been trained or are members of a student tech support team.
- I am worried about having students help with technology because of their access to our school network and data.
- I prefer to ask professional tech support staff members for help or I try to fix the problem myself.

23 Imagine that you no longer had access to the Internet anywhere. What would be the impact on your teaching and professional productivity?

- No big deal. The Internet is not essential to my professional responsibilities.
- Some impact. The Internet is an important tool that helps me meet my professional responsibilities and losing it would make it more difficult.
- Big impact. The Internet is essential to my professional responsibilities and losing it would impact most aspects of my professional life.

24 Where are you most likely to be when you access the Internet for professional tasks (ie emailing a parent or researching a lesson plan)?

- My classroom
- Computer lab
- School library
- Teacher work room
- Home
- Public library
- A friend's house



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25 Do you use technology in your personal time for your enjoyment and interests?

- Yes
- No

26 Do you have a home computer with Internet access?

- Yes
- No

27 If yes, what type of Internet connection do you have?

- Dialup
- Cable
- DSL
- Wireless
- Other
- Not Sure

28 Do you have a personal email account (excluding your school or district email account)?

- Yes
- No

29 In your personal time, what is your #1 use of technology?

- Talking/emailing with friends or family members
- Getting information about places to go, things to do
- Buying books, videos and other products for family and home
- Playing online games with other users
- Playing games by myself (ie Solitaire)
- Listening and downloading music
- Viewing or printing digital photos
- I only use technology for things related to teaching
- I don't have access to technology outside of school
- Other

30 What percentage (0 to 100%) of your time spent on your home computer is related to your professional work as a teacher?

%

31 On average, how many hours a week do you spend on your home computer doing school-related activities?

hours per week

32 Have you ever done any of the following things online? (check all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Bought something | <input type="checkbox"/> Shopped at an online auction site |
| <input type="checkbox"/> Purchased movie tickets | <input type="checkbox"/> Submitted a tax return |
| <input type="checkbox"/> Checked a sports team schedule | <input type="checkbox"/> Visited a homework helper with my child |
| <input type="checkbox"/> Made travel arrangements | <input type="checkbox"/> Created a family webpage |
| <input type="checkbox"/> Got directions | <input type="checkbox"/> Read a news story |
| <input type="checkbox"/> Sent out invitations to a party | <input type="checkbox"/> Paid bills |
| <input type="checkbox"/> Researched medical information | <input type="checkbox"/> Looked for a new teaching position |
| <input type="checkbox"/> Made a donation to a non-profit group | <input type="checkbox"/> None of the above |

33 Imagine that you no longer had access to the Internet anywhere. What would be the impact on your personal life?

- No big deal. The Internet is not essential to my personal life.
- Some impact. I have gotten very used to using the Internet for a range of activities in my personal life and it would be an adjustment.
- Big impact. The Internet is essential for many aspects of my personal life and losing that access would have a big impact on my life.

34 Which of these statements best describe your feeling about using technology?

- I avoid using technology as much as possible.
- I use technology a lot but it's just a tool for me, not a hobby.
- I enjoy learning new ways for me personally to use technology.
- I consider myself a technology mentor to my friends and colleagues and often help them with their technology problems.

35 Are you a parent of at least one school-age child?

- Yes
- No

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36

If you were designing a new school for teachers just like you, which of these would be most important for teachers to have at that new school? (check only 4)

- | | |
|--|---|
| <input type="checkbox"/> Fast, wireless Internet access throughout the school | <input type="checkbox"/> An up-to-date suite of software for every teacher |
| <input type="checkbox"/> A new computer for every teacher | <input type="checkbox"/> A PDA (like a Palm) or every teacher |
| <input type="checkbox"/> Digital cameras and video equipment for teachers to borrow | <input type="checkbox"/> An onsite staff person for just in time help with technology |
| <input type="checkbox"/> A teacher's computer lab, open on weekends and evenings | <input type="checkbox"/> Scheduled release time for learning with technology |
| <input type="checkbox"/> Access to school computers and the school network from home | <input type="checkbox"/> Adequate technology maintenance and support |

37

Which of these statements do you agree with most? As a result of using technology... (check only 4)

- | | |
|--|---|
| <input type="checkbox"/> I need longer blocks of time for instruction. | <input type="checkbox"/> I feel like I give up too much instructional responsibility, like I'm not really teaching anymore. |
| <input type="checkbox"/> Students work more collaboratively. | <input type="checkbox"/> Students use computers in order to avoid doing more important work. |
| <input type="checkbox"/> I am in the role of coach or advisor in the classroom more often. | <input type="checkbox"/> Too many students need my help at the same time. |
| <input type="checkbox"/> My lesson plans are richer because of information from the Internet. | <input type="checkbox"/> I have changed the way I organize classroom activities. |
| <input type="checkbox"/> I have more skill in managing multiple parallel activities in my classroom. | <input type="checkbox"/> My students are more engaged in learning. |
| <input type="checkbox"/> Students cheat more – copying work and turning it in as their own. | <input type="checkbox"/> I rely less upon textbooks. |
| <input type="checkbox"/> I am more reflective about basic | <input type="checkbox"/> I am better able to meet the varying |

teaching goals and priorities.

Students work independently more often.

needs of students (e.g., low achieving or gifted).

I communicate more with parents about their children's progress.

38 How important do you think technology is to your accomplishments as a teacher?

- Very Important
- Important
- Not very important
- Not Sure

39 How familiar are you with the US Department of Education's effort to develop a new National Education Technology Plan to influence local and national policies?

- Very familiar – I have visited the Plan's website and contributed my thoughts
- Somewhat familiar – I have heard or read about this Plan
- Not familiar – I have never heard about the Plan before this question

40 Which of these education stakeholders do you think should have a greater voice in how technology is used in schools? (check only 3)

- | | |
|---|---|
| <input type="checkbox"/> Teachers | <input type="checkbox"/> District Curriculum Administrators |
| <input type="checkbox"/> Students | <input type="checkbox"/> District Superintendent |
| <input type="checkbox"/> Parents | <input type="checkbox"/> School Board Members |
| <input type="checkbox"/> School Site Principals | <input type="checkbox"/> Community Members |
| <input type="checkbox"/> District Technology Administrators | <input type="checkbox"/> Business Supporters |

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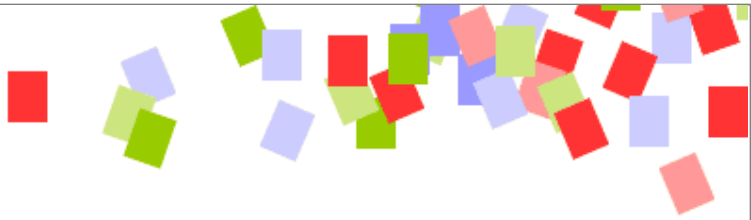
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41 Teachers tell us that they have good ideas on how technology could be better used at their school. Please share with us one of your good ideas (500 character limit).

42 Teachers also tell us that they would like to be more involved with technology decisions within their school or district. Please share with us one way in which you think teachers can get more involved (500 character limit).

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The following questions will not be returned to schools in their aggregate data. It is only for NetDay's use to determine the representativeness of our survey data.

43 Age

- Under 29
- 30 - 39
- 40 - 49
- 50 - 59
- 60 - 69
- 70 +

44 Gender

- Female
- Male

45 Race or Cultural Identity

- American Indian/Alaskan Native
- Asian
- Black/African-American
- Caucasian/White
- Hispanic
- Native Hawaiian/Other Pacific Islander
- Other

Congratulations! You have now completed all the pages of the survey.

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