



Overview

Since 2003, the Speak Up National Research Project has collected and shared the ideas and views about education and technology from over 1.5 million K-12 students, teachers, parents and administrators. This dataset provides national education leaders and policymakers with the largest collection of authentic, unfiltered stakeholder feedback to inform annual policy, programs and funding. However, the most significant impact is for the schools and districts that regularly use Speak Up as a guide for planning technology use, investments and implementation strategies within their community. This year, with the historic education stimulus funding, the ideas and views of our K-12 students, and use of the Speak Up data, is more important than ever before.

What are principals saying about their schools?

Over one-half of principals say their school is doing a good job preparing students for the jobs of the 21st century, compared to one in three parents and students.

Principals report the top three challenges that “wake them up in the middle of the night” are: standardized test scores (70 percent), adequate funding (56 percent), and school safety (44 percent). One third of principals are concerned with the use of technology within instruction.

Speak Up 2008:
3,115 administrators

What do principals think about how technology is being used at their school?

A majority of principals (85 percent) agree that the effective implementation of technology is core to their school’s mission.

➤ What do principals think about students’ desire to take their learning mobile?

- Principals, like teachers, see the benefits of incorporating mobile devices into instruction. Three out of four principals agree that mobile learning devices are beneficial for increasing student engagement in school and learning. About one-half of the principals see mobile devices as a way to personalize instruction for each student and extend the school day.
- Principals agree that students also have the opportunity to develop skills that will prepare them for the world of work, such as critical thinking, problem solving, communications, collaboration, and teamwork skills, according to one third of the principals.

➤ What do principals think about online classes?

- One-third of principal respondents say taking an online class should be a high school graduation requirement. Professional development for teachers is the primary focus for most district programs; however, one-third of principals are interested in providing online classes to students.
- Funding and teaching expertise in online environments are the primary barriers to implementing online classes, according to one in five principals. Pre-service teachers should be required to participate in an online class prior to receiving their teaching credential according to 40 percent of administrators.

➤ What technologies do principals say will have the greatest impact on student achievement?

- Top software picks for over one-third of the principal respondents: tools to help students organize their work, communicate or collaborate, digital media tools and resources, and online textbooks.
- Aside from laptop computers, interactive whiteboards, computer projection devices, hand-held response units and high tech instruments for science are principals top hardware picks.