



## Speak Up 2009

### *Administrator's Survey*

Dear Administrator:

This survey is about your professional experiences as an administrator and key educational issues including: teaching and learning with technology, the challenges you face today as an education leader, and how your school and/or district are preparing students for the jobs of the 21st century.

**Your opinions matter!** Since 2003, the Speak Up responses from over 1.5 million teachers, students, and parents have been shared with local, state, and national leaders. The Speak Up data annually influences decisions on school policy and planning around the country.

The survey consists of a series of multiple choice questions plus an open-ended type question at the end where you can write in your response. The survey should only take you about 20 minutes to complete. After the open-ended question, there are 4 demographic questions. These questions are optional and are used only by us to give context to our national data findings.

**All of your answers are 100% confidential.** We will not ask you for your name anywhere on this survey. There is no way for anyone to know your specific answers.

We know that technology means different things to different people. For this survey, "technology" means all kinds of electronic devices such as computers, interactive white boards, cell phones and MP3 players, as well as Internet applications and software. If there are any items that you do not understand or are not familiar with, please feel free to skip to the next question.

**By being part of Speak Up 2009, you are sharing your ideas to improve education. Thank you for your participation.**

Sincerely,

Your Speak Up Team @ Project Tomorrow

**1 What is your current job responsibility?**

Superintendent (District Executive, Asst Supt)  
Principal (include Asst. Principal, Headmaster, Executive Director, etc.)  
Guidance or Career Counselors  
Curriculum & Instruction (includes Technology Specialists, Curriculum Coaches)  
Pupil Services (Social Workers, Special Education, etc.)  
CTO/CIO/Technology Supervisor  
Title I Director  
Technology Support Staff (such as: network, hardware, software)  
Administrative  
School Board Member  
Other

**2 Where do you primarily work?**

School Site  
District Office

**3 What types of electronic devices do you have access to for your own use?  
(Check all that apply)**

Cell phone (without Internet access)  
Smart phone (with Internet access for example, Blackberry, iPhone)  
Desktop computer  
Laptop computer or Tablet PC  
Netbook or mini-notebook computer  
Digital reader (such as: Kindle, Sony Digital Reader)  
Music or video device (such as: MP3 player or iPod)  
Handheld digital video camcorder (Flip camera)  
Video Gaming System (xBox, Playstation, Wii)  
Hand-held game (like a GameBoy)  
Other

**4 Thinking about your peers, do you consider yourself..**

An advanced tech user – more expert than most of my peers  
An average tech user – about the same as my peers  
A beginner tech user – less developed than my peers

**5 As a school leader you are faced with many challenges. Which of these challenges qualify as your top 5 - the ones most likely to "wake you up" in the middle of the night?**

Achievement measured by standardized test scores  
Adherence to state curriculum standards  
Adequate funding  
Adequate school facilities

Collective bargaining issues  
Communications with parents  
Community/business relationships  
Competition from charter, private, magnet schools  
Costs associated with instructional materials  
Education continuity (such as: a natural disaster or health emergency)  
High School graduation rates  
IDEA compliance - special education issues  
Incorporation of 21st century skill development into curriculum  
NCLB Requirements  
Recruitment and retention of highly qualified teachers  
School Board governance  
School safety  
Selection of effective instructional materials  
Serving diverse student populations  
Use of technology within instruction  
Using data to assess student achievement  
Other

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**6 How important is the effective implementation of instructional technology to your district's (or school's) core mission?**

Extremely Important  
Important  
Somewhat Important  
Not Important  
No Opinion

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**7 Specific to the use of technology within instruction, which of these issues are the most challenging for you and your district (or school) right now?**

Assessment of technology skills  
Communication tools within my school/district  
Communications tools for connecting with parents  
Data collection and reporting requirements  
Data integrity  
Data warehousing and systems  
Digital equity issues  
Establishing online assessments (e-portfolios)  
Evaluating emerging technologies for classroom use  
File sharing and intellectual property issues  
Funding to acquire new technologies  
Funding to update technology infrastructure  
Implementation of a learning management system  
Incompatible mix of systems and software

Incorporating students' mobile devices into instruction  
School or district filters or firewalls  
School or district website or portal  
Selecting quality digital content or online curriculum  
Setting up and managing online classes  
Setting up a virtual school  
Speed and accessibility of the school/district network  
Staff professional development  
Student record privacy  
Student safety online  
Technology support - capacity and skills for implementing new technologies  
Technology support - ongoing  
Other

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**8 How much do you agree with this statement: My district (or school) is doing a good job of preparing today's students for the jobs of the 21st century.**

Strongly agree  
Agree  
Disagree  
Strongly disagree  
I have not thought about this before  
I do not think this is the responsibility of K-12 education

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**9 How do you use technology to assist you with professional tasks?**

Share information with administrators and staff via district portal  
Communicate with others with email, IM or text messaging  
Conduct research  
Create multi-media presentations  
Create and upload videos, music or pictures  
Listen to podcasts, watch videos or view presentations  
Participate in webinars or video conferences  
Participate in professional online communities  
Read or post blog or wiki entries  
Read text-based resources (such as: electronic textbooks, newspapers, magazines, digital archives, digital libraries)  
Take an online class  
Twitter or post a microblog  
Update my profile on a social networking site (LinkedIn, Facebook, MySpace)  
Use desktop widgets  
None of the above

**10 In the past year, which of these things have you done on your own (not district directed or part of a formalized professional development class) to improve your leadership capabilities?**

- Attended a face to face conference
- Created a video or podcast to share my knowledge with others
- Found an online course to take
- Found an online tutor
- Found experts online who could answer my questions
- Found information on the Internet to support my development
- Listened to podcasts or watched videos about a topic I was interested in
- Participated in a webinar or online conference
- Posted to a blog
- Provided online support to other administrators.
- Sought help through an online community, chat or discussion board
- Used Twitter (or similar tool) to send a message about something I was interested in
- Sought help from other administrators through my social networking site
- Started a wiki or blog to share my ideas and connect with others
- Took a self-paced tutorial on a subject
- Took online assessments to test my own knowledge on a subject
- Took part in an online game or simulation about leadership
- Used online writing tools to improve my own writing
- Used some cell phone applications to keep better organized
- None of the above
- Other

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**12 Many schools are thinking about how to use mobile learning devices (such smart phones, PDAs and MP3 players etc.) within education. What do you think would be the primary benefits of using such devices in instruction?**

- Improves teacher skills with technology
- Improves teacher-parent-student communications
- Increases student engagement in school and learning
- Increases teacher productivity
- Prepares students for the world of work
- Provides a way for instruction to be personalized for each student
- Provides opportunities for informal remediation
- Provides ways for students to informally review classroom material
- Students develop collaboration and teamwork skills
- Students develop critical thinking and problem solving skills
- Students develop stronger communications skills
- These devices help to extend learning beyond the school day
- I don't think these devices will positively impact learning
- No significant benefit
- Other

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**13 Students have an increased amount of personal access to mobile devices (laptops, netbooks, cell phones, smart phones, MP3 players) that could be used to support learning. What prevents you today from allowing your students to use their own devices at school?**

Ability to provide network connectivity  
Absence of best practices and role models  
Challenges associated with the variety of hardware and software products  
Community reaction and support  
Concerns about network security  
Concerns about theft of the devices at school  
Current district policies about using cell phones in school  
Devices could be a distraction from the core learning process  
Digital equity amongst students  
Implementing effective acceptable use policies  
Internet safety concerns and district liabilities  
Lack of specific curriculum to support the devices  
Parental reaction and support  
Policies on software licenses and usage  
Teachers are not trained in how to use mobile devices within learning  
We allow students to use their mobile devices to support learning in our  
It is the responsibility of the school/district to provide technology for student use  
Other

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**14 Who is your primary audience for online classes in your district (or school)?**

Teachers  
Administrators  
Students in traditional school settings  
Home schoolers  
At-risk students in traditional school settings  
Students in continuation school  
Students in charter schools  
Students who cannot attend school for health or behavioral reasons  
None of the above  
Other

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**15 What are the primary ways your district (or school) implements online classes for students?**

100% online classes taught by teachers from our district (or school)  
100% online classes taught by teachers from other districts, schools or organizations  
100% online classes self-directed by students  
Hybird online courses -- students participate in both traditional and online  
Web assisted courses -- students attend a traditional class and use online materials

We offer a full online curriculum (virtual school)  
We offer an online curriculum that is supplemental to our traditional curriculum  
We are not providing online classes at this time, but we are interested  
We do not have a need to implement online classes  
Other

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**16 What are the top 5 priorities you have addressed by offering online classes to students?**

Eliminate costs associated with textbooks  
Expand AP course offerings  
Increase English proficiency  
Increase student participation in AP courses  
Keep students engaged in school  
Offer academic remediation to students  
Offer dual-enrollment courses to students  
Offer scheduling alternatives for students  
Provide classes in "hard-to-staff" areas  
Provide consistent curriculum to all our students  
Provide personalized instruction to students  
Provide remediation services to students (including credit recovery)  
Provide standards-based curriculum to alternative education students  
Provide standards-based curriculum to home-schooled students  
Provide tutoring services to students  
Reduce overcrowding in schools  
Reduce transportation costs  
None of the above  
Other

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**17 What are the most significant barriers to implementing online courses in your district (or school)?**

Appropriate teacher compensation  
Lack of standards-aligned online curriculum  
Limited state funding available for implementing online courses  
Online learning is not a funding priority in our district  
Parents are reluctant to let their child take online classes  
Principals are reluctant to implement online classes  
Students are not interested in taking classes online  
Students do not have access to Internet connected computers  
Teachers are not comfortable teaching online classes  
Teachers are not comfortable using tools for teaching online classes  
Teachers are reluctant to teach online classes  
We are unable to locate appropriate online curriculum from outside providers  
We are unable to staff our online classes with qualified teachers from other states

We do not have the curriculum  
We do not have the expertise to create online courses  
We do not see the value of teaching online classes  
We do not know how to evaluate the quality of online courses or curriculum  
We lose district revenue when we teach online classes  
Other

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**18 How is your district (or school) using technology to create professional learning communities?**

District training is provided through online courses  
"Best-practices" are shared through blogs, wikis, podcasts or videos  
Teachers can take online graduate level courses  
Mentors use online tools to facilitate collaboration between teachers district-wide  
Teachers use online tools to collaborate with peers outside of the district  
Teaching resources are provided in a searchable, centralized repository  
Teaching tips are shared through podcasts, webinars or videos  
Teachers videoconference with other professionals (teachers, education experts, business professionals, professors, etc.)  
Student achievement data is electronically available to teachers  
Using digital readers (such as a Kindle) to share books on best practice  
Other

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**19 There is a lot of discussion about how to adequately prepare pre-service teachers for the demands of teaching in a 21st century classroom. Which of these technology experiences should pre-service teachers have had upon completion of their certification process?**

Participate in an online class  
Create and utilize video or podcasts within a lesson  
Teach an online class  
Participate in an online professional learning community  
Incorporate digital resources in a lesson  
Use technology to differentiate instruction  
Know how to use virtual or online games to teach  
Know how to use technology to create authentic learning experiences for students  
Know how to incorporate students' mobile devices into instruction  
Know how to locate and use electronic teaching aides (such as: lesson plans, assessment tools, videos, intervention strategies, test-prep software, websites, supplemental activities for differentiated instruction)  
Know how to use electronic productivity tools (such as: email, IM, text message, grade books, learning management systems, word processing, spreadsheets etc)  
Know how to incorporate Internet based tools or applications (Web 2.0) into  
None of the above  
Other

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**20 Many districts are evaluating how to effectively leverage digital content within instruction. What are the primary benefits of using digital content for instruction within your school or district?**

- Cost savings
- Decreases dependence on textbook publishers
- Differentiates our school (district) as innovative in the use of technology
- Helps to extend learning beyond the school day
- Improves quality of instructional materials
- Improves teacher productivity
- Improves teacher skills with technology
- Increases relevancy of the instructional materials
- Increases student engagement in school and learning
- Makes use of the technology that we have in the classrooms or media labs
- Prepares students for the world of work
- Provides a way for instruction to be personalized for each student
- We are not using any digital content in our school (district) at this time
- Other

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**21 What top 3 barriers do you face integrating digital resources into your curriculum?**

- We are not using any digital content or resources in our school (district) at this time
- Our current textbook vendors do not offer any digital resources within our contract
- Our teachers are not trained on how to incorporate digital resources effectively
- We are concerned about the legal use policies and Internet safety issues around
- We are unable to locate appropriate free digital resources aligned to our curriculum
- We are unable to provide adequate Internet access for students to use digital
- We are unable to provide enough computers for students to use digital resources
- We are unable to purchase digital resources with our instructional materials funding
- We do not currently have a district policy to provide guidance to our teachers about digital content usage
- We do not have discretionary funds to purchase digital resources
- We do not have the funds to purchase digital resources
- We do not have the staff capacity to identify or create digital resources that meet our
- We do not know how to evaluate quality in digital resources
- We have other higher priorities than integrating digital resources into our curriculum
- No barriers
- Other

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**22 Which of these do you think is the best way to evaluate the quality of digital content used in your classrooms?**

- Certified by education membership associations and organizations
- Compiled on a list by our State Department of Education

Content is fee-based  
Content is free  
It is an "Open Education Resource"  
Learn about it on a webinar or virtual conference  
Materials are created by practicing teachers  
Recommended on education blogs and websites  
Referred by a colleague  
See a demonstration at a face to face conference  
Source is an online curriculum company or organization  
Sources are established media/content producers (NBC, Discovery, PBS)  
Source is a content expert organization (such as: National Science Foundation,  
Student achievement with the materials  
Teacher evaluation of the materials  
Textbook publisher recommendations  
Other

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**23 How is your district (or school) preparing students to be informed digital citizens?**

We discuss acceptable behavior about Internet usage in all of our classes  
Our acceptable use policy outlines the responsibilities associated with being an informed digital citizen  
Our district (school) has published a digital citizen "bill of rights"  
Digital citizenship learning outcomes are integrated across the curriculum  
Our district (school) provides a class about digital citizenship  
Our district (school) provides a mandatory class about digital citizenship  
Our district (school) provides information about digital citizenship through our website  
Our district (school) teaches parents about their role in fostering digital citizenship  
Students can download videos and/or podcasts to learn about acceptable behaviors on the Internet from our portal  
Digital citizenship learning outcomes are integrated into the school's expected student learning results  
We are not currently addressing digital citizenship with our students  
Other

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**24 Which of these Internet based tools or applications (Web 2.0) do you use for your own personal interests?**

Upload or download videos, podcasts or photos to the Internet  
Use web tools to create or modify and upload videos, music, audio or animation  
Create new work using pre-existing text, graphics, audio, video or animation  
Communicate with others through discussion boards, social networking sites or chat  
Communicate with others through email, IM or text messaging  
Participate in online games or 3D virtual reality environments (such as Second Life)  
Update my profile (MySpace, Facebook, LinkedIn)  
Write or contribute to a blog (my own or someone else's)

Create a list of resources I want to remember or share (such as: del.icio.us, digg,  
Write collaboratively with others (such as: GOOGLE docs, writeboard or letterpop)  
Use Twitter (or similar tool) to communicate or follow others  
Contribute to a wiki  
Use web tools that notify me about things I'm interested in (such as: news or  
magazine articles, changes to websites)  
None of the above

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**25 There has been discussion this fall about how schools will cope if they need to shut down temporarily because of a health or natural emergency. Some schools are creating plans to keep the learning process happening even if the school itself is shut down. Which of these approaches best represents how your school or district will potentially address this problem?**

Send home hard copy packets of photo-copied reference materials, curriculum and  
Provide online materials and other aligned content through an e-learning platform or  
a learning management system  
Teacher check-ins and tutorials using variety of methods including telephone, web  
conferencing and email for one-on-one interactions between students and teachers  
Recorded class meetings distributed via podcasts, live or on demand television,  
Live class meetings using online courses, webinars, conference calls or virtual  
schools for two way communications between students and teachers  
We don't have an education continuity plan at this time  
I don't know  
Other

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**26 Imagine you are designing the ultimate school for 21st century learners. Which of these tools or strategies do you think holds the greatest potential for increasing student achievement and success?**

Communication tools (such as: email, IM or text messaging)  
Collaboration tools (such as: blogs, social networking sites, wikis, bookmarking, etc.)  
Computer projection devices  
Digital media tools (such as: video, audio)  
Digital reader (such as: Kindle, Sony Digital Reader)  
Digital resources (such as: databases, animations, videos, etc.)  
Document camera (such as: ELMO)  
Electronic portfolios for students  
Games or Virtual Simulations  
Handheld digital video camcorder (Flip camera)  
Handheld student response systems  
High tech instruments for science  
Interactive whiteboards (such as Smartboard, Polyvision)  
Learning management systems (such as: Blackboard, Moodle, Angel)

Mobile computer for every student (such as: laptop, mini-notebook, tablet PC)  
Mobile devices (cell phones, PDAs, MP3 players, graphing calculators)  
Online Classes  
Online textbooks  
School portal  
Tools to help students and teachers organize their work (such as: communication, organize assignments, take notes)  
Ability to access Internet anywhere at school  
Videoconferences or webinars  
Virtual or online whiteboard  
Webcam  
Wireless microphone system for the teacher  
Other

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**27 In the book "Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns," the authors make several predictions about what schools and learning will look like in 2019, including that 50% of all classes will be online. As you think ahead, what do you think teaching and learning will look like for your school district in 2019? What technologies will be pervasive? Will the role of the teacher be different? Will students have different expectations for learning experiences? What are you doing today that can help position your school or district to be successful in 2019? Share with us your thoughts.**

These questions are optional and used for data analysis only

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**28 At the end of this school year, how many years of leadership/administrative experience will you have?**

1~3

4~10

11~15

16+

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**29 What is your race or cultural identity?**

American Indian/Alaskan Native

Asian

Black/African-American

Caucasian/White (non-Hispanic)

Hispanic/Latino

Native Hawaiian/Other Pacific Islander

Decline to state

Other

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**30 Are you . . .**

Female

Male

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**31 Highest level of educational attainment**

Bachelor's degree

Master's degree in education

Master's degree other than education

Teaching certificate - elementary/multiple subject

Teaching certificate - single subject

Doctorate degree (EdD, PhD)

Other