



Speak Up 2018-19

District Administrator Questions

- 1. What is your primary job assignment this year?**
 - Superintendent (District Executive, CEO)
 - Assistant/Deputy Superintendent
 - CTO/CIO/Technology Director
 - Communications/Public Relations Officer or Director
 - Curriculum & Instruction Director
 - ELL/ESL Director
 - Human Resources Director
 - Student Services and Support Director
 - Special Education Director
 - Title I Director/Coordinator
 - Other Director/Assistant Director
 - Other

- 2. As an educator, you face many challenges. Which of the following qualify as your top challenges today - the ones most likely to "wake you up" in the middle of the night? (Check all that apply)**
 - Achievement measured by standardized test scores
 - Adequate funding
 - Adequate school facilities
 - Closing the achievement gap
 - College and career readiness of our students
 - Communications with parents
 - Educational equity
 - Effective use of technology to support student learning outcomes
 - Global awareness and skill development
 - High school graduation rates
 - Implementation of state curriculum standards
 - Inequity in the distribution of resources between classrooms or schools
 - Mental health supports and the social emotional well-being of students
 - Online safety for students when they are using technology and the Internet at school
 - Physical safety and protections in place when students are on school grounds
 - Providing access to technology to support classroom learning
 - Recruitment and retention of highly qualified teachers
 - School/District public image in the community
 - Serving diverse student populations
 - Staff morale/motivation
 - Student access to technology and the Internet outside of school
 - Using data to assess student achievement
 - Other



Speak Up 2018-19

District Administrator Questions

3. Relative to school safety and security issues, what is your current level of concern about your school(s) specifically?

Scale:

- High concern
- Moderate concern
- Low concern
- Not sure

Options:

- Physical safety and protections in place when students are on school grounds
- Mental health supports and the social and emotional well-being of students
- Online safety for students when they are using technology and the Internet at school

4. How would you characterize the safety and security protections and practices that are in place at your school(s) to create a safe learning environment for all children?

- Needs improvement
- Average compared to other schools
- Better than average
- Excellent
- Not sure



Speak Up 2018-19

District Administrator Questions

5. **There is an increased demand to improve student outcomes especially in terms of increasing college matriculation and career readiness. Which of the following do you believe has the greatest potential to enhance student achievement in your district? (Check all that apply)**
- Aligning local curriculum to new state standards
 - Creating academies focused on career technical education and exploration
 - Developing an "individualized education plan" for every student
 - Developing enhanced leadership skills for our administrators
 - Engaging parents as co-teachers
 - Enhancing teacher effectiveness through professional learning
 - Implementing competency or mastery-based learning assessments
 - Implementing new classroom models such as virtual classes or blended or flipped learning environments
 - Improving pre-service teacher preparation programs
 - Increasing STEM career exploration opportunities for students
 - Increasing student access to advanced courses in high school or dual credit with a local college
 - Integrating college and career ready skills into the curriculum
 - Leveraging digital tools, products, and solutions more effectively
 - Utilizing longitudinal data systems to track student learning performance and college/career readiness
 - Other
6. **How important is the effective implementation of instructional technology to students' success?**
- Not Important
 - Somewhat Important
 - Important
 - Extremely Important
 - No Opinion



Speak Up 2018-19

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7. **Thinking about currently popular approaches to digital learning, which of these approaches have you implemented to enhance student achievement or teacher effectiveness? (It's okay if you are not familiar with these trends – just skip those ones!)**

Scale:

- Implemented with positive results
- Implemented with negative results
- Implemented but too early for results
- Considering for this year
- No plans

Options

- Artificial intelligence systems
- Augmented or virtual reality environments
- Blended learning classroom models
- Cloud-based communications and collaboration tools (e.g., Google Apps for Education, Microsoft Office 365)
- Digital citizenship training
- Flipped learning
- Game-based learning
- Incorporating student-owned devices into instruction (BYOD, BYOT)
- Online classes for students
- Online professional development for teachers
- Online textbooks
- Open education resources (OER)
- Project-based learning experiences
- Social media use for communications with parents and students
- Students have access to an assigned laptop, tablet, or Chromebook all day in school (1:1 program)
- Students have access to an assigned laptop, tablet, or Chromebook all day in school and to take home (1:1 program with take home)
- Students have periodic access to mobile devices to use in school
- Teaching computer programming or coding to students
- Videos, simulations, and animations



Speak Up 2018-19

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- 8. What metrics are most effective in your district for evaluating or measuring the impact of technology projects or initiatives? (Check all that apply)**
- Changes in attendance
 - Changes in disciplinary referrals
 - Classroom observations
 - Course completions
 - Depth of student collaborations
 - Homework completions
 - Parent feedback
 - Student achievement results
 - Student engagement in learning
 - Student feedback
 - Student interest in extending learning
 - Student project quality
 - Student skill development
 - Student time on learning tasks
 - Student use of the project technology
 - Teacher buy-in
 - Teacher feedback
 - Teacher interest in additional professional development
 - Other
- 9. What are the predominant ways that you are funding technology products to support student learning? (Check all that apply)**
- Crowdfunding or online fundraising (e.g. GoFundMe, Kickstarter)
 - eRate funds
 - Funding from PTA/parent support groups
 - Grants or funding from district or school educational foundation
 - Local bond measures or taxes
 - Local donations or grants from corporations or foundations
 - Parents pay an annual technology fee for each child (like a music, athletic, or field trip fee)
 - Repurposing other budget funds (such as textbook funds)
 - Savings from allowing students to use their own mobile devices
 - Savings from moving some services to the cloud
 - Specific budget allocations from our general funds
 - State or federal competitive grants
 - Title 1 funds
 - Other



Speak Up 2018-19

District Administrator Questions

10. Besides having strong subject area knowledge (e.g. English, math, science, history) which of these college and workplace skills do you think are most important for students to learn to be successful in the future? (Check all that apply)

- Ability to communicate in more than one language
- Ability to learn new skills independently
- Ability to work with a diverse group of people
- Appreciation of the arts
- Awareness of global issues
- Being creative and "thinking outside of the box"
- Critical thinking and problem-solving skills
- Effective communications through public speaking
- Effective communications through writing
- Financial literacy - understanding personal finances
- Information and media literacy skills
- Leadership skills
- Research skills
- Teamwork and collaboration skills
- Technology skills
- Understanding of civics and community responsibilities
- Other



Speak Up 2018-19

District Administrator Questions

11. Based upon your response to the question above, what do you think is the best way for today's youth to acquire these skills? (Check all that apply)

- Conduct scientific experiments or research projects
- Gain work experience through a job, internship, or volunteering
- Keep updated on global current affairs
- Learn an additional language
- Participate in a team sport or academic group
- Participate in after school or summer academic programs
- Participate in school leadership opportunities
- Participate in project-based learning experiences including creating and building things in maker spaces
- Pursue artistic and/or performance interests
- Pursue public speaking opportunities through clubs or volunteer activities
- Take a class at a local college and earn both high school and college credits
- Take a class to learn how to use computer applications
- Take a coding or computer programming class
- Take advanced science or math classes
- Take fully online or virtual courses
- Take pre-professional, career technical education or vocational classes
- Use technology outside of school to pursue academic interests
- Use technology within his/her classes
- Work on group projects in class
- Other



Speak Up 2018-19

District Administrator Questions

12. There is a new movement in education to teach all students about different forms of computer programming or “coding.” What would be a good reason for schools or districts to do this? (Check all that apply)

- Colleges value students who have coding skills
- Local employers have job offerings for people with those skills
- National leaders say this is important for the economy
- Students are interested in computer programming or coding
- Students would be more engaged in school
- Students could collaborate with other students on projects
- Students would develop communications skills
- Students would develop creativity skills
- Students would develop critical thinking skills
- Students could work on solving real world problems
- Students could develop strategies for solving complex problems
- Students could learn design thinking
- Students would learn how computers work
- Students would learn how to think logically
- Students would learn skills necessary to get a job in programming or technology
- None of the above
- Other

13. How would you rate your technology skills?

- Advanced - My skills are more advanced than most adults I know
- Average - My skills are similar to those of the adults I know
- Beginner - My skills are less advanced than most adults I know

14. How important do you think it is for every student to be able to use a mobile device like a laptop, tablet, or Chromebook during the school day to support schoolwork?

- Very unimportant
- Unimportant
- Neither important nor unimportant
- Important
- Very important



Speak Up 2018-19

District Administrator Questions

15. Imagine you are designing a dream school for today's students. Which of these tools or strategies do you think holds the greatest potential for increasing student achievement and success? (Check all that apply)

- Augmented reality apps
- Chromebook or laptop for every student to use at school
- Cloud-based communications and collaboration tools (e.g. Google Apps for Education, Microsoft Office 365)
- Dashboard or portal to track student academic progress over time (e.g. classes taken, course grades, test scores, absences) even if students change schools
- Digital content (animations, simulations, online articles, and resources)
- Google Hangouts or other online group messaging in class
- Interactive whiteboards
- Internet access anywhere at school
- Learning management systems (e.g. Blackboard)
- Mobile apps for learning
- Online or virtual classes
- Online tests and assessments
- Online textbooks
- Online tools that help organize schoolwork and provide access to important information
- Online tutors
- Online, video, and digital games
- Online videos and movies
- Social media tools for students to connect and work with others (e.g. blogs, wikis, social networking sites)
- Tablet for every student to use at school
- Tools to help students create media projects (e.g. video, audio)
- Virtual reality experiences and hardware (headsets and devices)
- Other



Speak Up 2018-19

District Administrator Questions

16. Many policy leaders this year are talking about the “homework gap.” The Homework Gap is defined as a situation where students cannot do their digitally based homework, conduct online research, or communicate online with classmates or their teachers because they lack consistent, safe access to the Internet when they are out of school. How is your school or district addressing this challenge?

Scale:

- Doing this
- Considering this
- No plans

Options:

- Allowing students on campus early or after school to access school network
- Discouraging homework assignments that are 100% Internet dependent
- Encouraging libraries or other public Internet locations to give students priority access
- Equipping school buses with WiFi hotspots
- Expanding access to school networks in the adjoining neighborhoods
- Instructing students to download web-based assignments and resources to USB sticks while still at school
- Loaning families mobile WiFi hotspots
- Partnering with local businesses to provide discounted or free Internet services to families
- Paying for home Internet for low income families
- Providing information to families about low cost Internet providers and programs
- Providing students with a list of school approved or safe WiFi locations in the community
- Providing WiFi access in the school parking lots for staff and student access
- Setting up our district as an ISP to provide Internet to our school families
- Working with fast food restaurants, coffee shops and businesses to provide safe locations for student Internet access
- Working with libraries to provide students with mobile hotspots to borrow



Speak Up 2018-19

District Administrator Questions

17. Which of these tools do you consider most effective in communicating information to parents or your general community? Some tools may apply to all types of communications information but others may only work for certain types of information. For each communications tool (i.e. auto phone messages, emails, Facebook accounts), choose the type of communications information (student specific information, general information or crisis information) that fits that tool. Some tools may fit multiple types of information – others may not.

Scale:

- Student specific information from teacher(s)
- Generalized information from the school or district
- Crisis/alert information from school or district

Options:

- Automated phone messages
- Class or school blogs
- Classroom, school, or district informational websites
- Personal email messages
- General email blasts
- Face-to-face meetings
- Hard copy flyers or newsletters sent home with the student or mailed to the parents' address
- Local newspaper or public TV announcements
- Mobile app
- Online newsletters sent to parents' email address
- Parent association meeting
- Personal phone calls
- Push notifications to parents' phones through district mobile app
- School billboard or marquee
- School or district Facebook account
- School portal with information about assignments, grades and school activities
- School YouTube video channel
- Text message to parent mobile device
- Twitter updates or announcements
- Videos



Speak Up 2018-19

District Administrator Questions

18. Ensuring the confidentiality and appropriate use of student data collected with technology continues to be an important topic. How is your district protecting students' digitally collected data? (Check all that apply)

- A district staff person is responsible for data privacy and security
- Detailed data privacy policies and procedures are in place
- District controls the software and mobile apps that can be downloaded and used in the classroom
- Educate parent community about data privacy policies and procedures
- Educate teachers about data privacy policies and procedures
- Encryption of all incoming digital data (e.g. via mobile device)
- Ensure that students receive digital citizenship training and information about protecting their personal information online
- Hardware and software are in place to protect our network
- Monitor compliance of data privacy policies by our vendors
- Regularly clean out personal student data that is no longer needed
- Require technology vendors to articulate how the data collected through their products will be stored and protected
- Restrict the mining or repurposing of data by any vendor
- Tell our teachers and staff not to mix personal and professional accounts and applications
- There are specific district policies in place regarding mobile device access to the Internet or cloud-based applications
- Understand legal obligation under FERPA, COPPA, and HIPAA as well as any state or local requirements
- Vendor agreements specifically state that all data collected is the property of the district
- Other

19. What is your current level of concern regarding the security of your district technology infrastructure and network against malicious attacks and/or misbehavior from individuals or organizations with bad intentions?

- Not concerned
- Somewhat concerned
- Very concerned



Speak Up 2018-19

District Administrator Questions

20. Each year on the Speak Up surveys, teachers identify their wish lists for professional learning. Which items on this national wish list of teachers' PD items are a priority within your district for in-service or external training for your teachers this year? (Check all that apply)

- Creating videos of lessons and lectures for students to watch
- Developing and/or facilitating an online course
- How to teach digital citizenship and Internet safety to students
- Identifying and evaluating high quality standards-based digital content to use within instruction
- Identifying mobile apps to use in the classroom with students
- Implementing a social-emotional learning program in the classroom
- Implementing a "flipped classroom" model
- Implementing a blended learning model
- Integrating digital content components into a comprehensive curriculum
- Learning how to leverage digital tools to support student investigations
- Understanding how to keep students safe when they are online
- Understanding how to use student data to improve teaching practices and student learning experiences
- Understanding student data privacy requirements and what I need to do to protect students' data and records
- Using education games within instruction
- Using mobile devices (smartphones, tablets, laptops, Chromebooks) within instruction
- Using social media to keep parents informed
- Using social media with students
- Using technology to differentiate instruction
- Using technology tools for formative assessment
- Using technology with special education or English language learning students
- Using virtual or augmented reality experiences and tools with students
- Other



Speak Up 2018-19

District Administrator Questions

21. What are the most significant challenges your district faces in regard to teacher professional development (PD) planning today? (Check all that apply)

- Assessing teacher skills
- Changing priorities for training topics
- Costs of face-to-face PD
- Different generational perspectives on PD and PD formats
- Empowering teachers to be proactive with their own PD
- Evaluating alternative ways to recognize teacher proficiency (micro-credentials, digital badges)
- Evaluating quality and credibility of external PD providers
- Finding balance between “one size fits all” and more personalized PD
- Having right technology to support PD
- Lack of funds to develop and host district level PD
- Lack of funds to support teachers attending external PD events
- Lack of self-awareness of teachers about their own PD needs
- Limited administrator time to plan meaningful PD
- Limited teacher time for PD
- Other



Speak Up 2018-19

District Administrator Questions

22. Thinking about professional learning for your principals and teachers, which of the following would you consider valid evidence that they developed or gained proficiency in a topic or have a new set of capabilities? (Check all that apply)

- Certificate programs offered by a college or university-based school of education
- Certificate programs offered by a company or organization for specific products or pedagogy (i.e., Apple Distinguished Educator, BrainPOP Certified Educator)
- Continuing education credits offered by a conference, webinar host, or another professional learning organization
- Degree programs offered by a college or university-based school of education
- Digital badges
- Sustained engagement with a coach or mentor during the school day
- First hand observation of changed teacher practices or administrator leadership capabilities
- Micro-credentials provided by a company, organization or school district
- National Board Certified Teacher (NBCT) recognition
- Number of hours spent in school or district provided professional development
- Participation in a Professional Learning Community with a particular focus (i.e. use of data, learning differences)
- Participation in a virtual network of educators or administrators through Twitter chat or other social media
- Passing a subject matter or skill exam with a qualifying score
- Presentation of a portfolio that documents with artifacts their proficiency
- Other



Speak Up 2018-19

District Administrator Questions

23. Which of these professional learning formats or experiences do you think is most effective in helping teachers and administrators gain new proficiencies or skills? (Check all that apply)

- Blended learning or flipped learning type courses which combine face-to-face instruction with self-paced online learning
- EdCamps (an informal, teacher-only collaborative learning event)
- Getting specific questions answered via Twitter and other social media vehicles
- Hands-on workshops at conferences where you can interact with new products, resources or teaching strategies
- In school coaching and mentoring
- In-service school, district or education service center training days
- Multi-day institutes that explore a few topics deeply
- Observations of other teachers at local schools
- Online webinars or virtual conferences (participating live or watching later)
- Participating in a school-based professional learning community
- Participating in a virtual professional learning community with educators beyond the local school
- Reading blogs written by education experts
- Self-directed, independent learning (i.e., reading a manual, a periodical, or researching a website)
- Sit and learn sessions at conferences with expert presenters
- Summer externships with local companies
- Teacher led trainings organized by the school or district
- Virtual course where instruction and content are delivered online in a self-paced approach
- Watching TED Talks or other YouTube videos
- Other

24. Open Ended: In many schools, the use of technology in education has focused on doing traditional education tasks better, faster or more efficiently. School online portals for example make it easier for parents and students to have access to assignment due dates and grades. And while those are important, many education leaders are promoting the idea of leveraging digital tools and resources to transform the teaching and learning process.

Thinking about your district's vision for student learning, how can digital content, tools and resources help you move from "*doing things better*" to "*doing better things*" within your district? Share with us an example of how you are using or planning to use technology this school year to transform educational opportunities in your schools by "*doing better things.*"

25. Gender

- Female
- Male
- Decline to state



Speak Up 2018-19

District Administrator Questions

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

- This is my first year
- 1 to 3
- 4 to 10
- 11 to 15
- 16+

27. Race or Cultural Identity

- American Indian/Alaskan Native
- Asian
- Black/African-American
- Caucasian/White (non-Hispanic)
- Hispanic/Latino
- Native Hawaiian/Other Pacific Islander
- Multiracial
- Decline to state
- Other

28. What is your highest level of educational attainment?

- Bachelor's degree
- Specialist degree in education
- Master's degree in education
- Master's degree in an area other than education
- Doctorate degree (Ed.D., Ph.D.)
- Other

29. Are you a member of any of these education professional associations or their state affiliates?

- AASA, American Association of School Administrators
- ALAS, Association of Latino Administrators and Superintendents
- ASCD, Association for Supervision and Curriculum Development
- CoSN, Consortium for School Networking
- Digital Promise
- iNACOL, International Association for K-12 Online Learning
- NCEA, National Catholic Educators Association
- Other