Speak Up 2018-19
Technology Leader Questions

1. **What is your primary job assignment this year?**
   - CIO/CTO/IT Director
   - Director of Educational or Instructional Technology
   - Technology Coordinator
   - Instructional Technology Coach/Specialist
   - Tech Support Professional
   - Other

2. **Where do you primarily work?**
   - School Site
   - Multiple school sites
   - District Office

3. **Specific to the use of technology within instruction, besides funding, which of these issues are the most challenging for you and your school or district right now? (Check all that apply)**
   - Availability of technology for students' use at school
   - Creating a technology vision for our school/district
   - Determining impact and ROI of digital investments
   - Digital equity issues (student access to technology and Internet at home)
   - Evaluating emerging technologies for classroom use
   - Evaluating quality of digital products and solutions
   - Evaluating the security provisions of digital content being used in our classrooms
   - Incorporating student owned mobile devices into instruction
   - Internet capacity and bandwidth to accommodate school and district needs
   - Management of mobile devices
   - Monitoring of social media use by students and staff
   - Motivating teachers to change their teaching practice to use technology in their classrooms
   - Network security
   - Protecting privacy and confidentiality of student records and information
   - Providing tech support to teachers
   - Staff professional development
   - Student safety online
   - Supporting new class models such as virtual, blended, and flipped
   - Teachers' lack of understanding about data security when using apps or online resources
   - Other

4. **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

5. **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

6. **When evaluating your current cybersecurity preparedness, what are your primary obstacles to effectively protecting students, teachers, and staff? (Check all that apply)**
-   Balancing access to educational resources with security
-   Inability to assess risks due to lack of timely information
-   Inability to inspect encrypted traffic traversing the network
-   Inability to move from a reactive to a proactive security posture
-   Keeping up with the pace of technology adoption
-   Lack of available funding
-   Lack of technology expertise among teachers and administrators
-   Lack of visibility into what students are doing online using school technology
-   Outsized focus on compliance over security
-   Previous investment in legacy infrastructure
-   Providing reliable off-premises access to educational resources
-   Scaling current security appliances to satisfy rising bandwidth demands
-   Securing mobile devices both on and off-premises
-   Students and teachers circumventing existing policies
-   Other

7. **What do you think students in your school or district say are the biggest obstacles they face using technology at school?**
   - Internet access is not schoolwide
   - Internet is too slow or inconsistent
   - Lack of computers for students to use at school
   - School blocks websites they need for schoolwork
   - Not allowed to text with classmates
   - Not allowed to use their mobile devices at school
   - Not allowed to use social media
   - Teachers don't know how to use technology for learning
   - Teachers limit student technology use
   - Too many rules against using technology
   - Students say that they rarely use technology at school
   - Other

8. **Who can access social media tools through your school or district network?**

Scale:
   - Students
   - Teachers
   - Administrators
   - Technology Leaders
   - No access allowed

Options:
   - Facebook
   - Instagram
   - Snapchat
   - Twitter
   - YouTube

9. **Please share with us additional information about your social media access policies if you want to clarify your responses to Question 8.**

10. **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

11. **Which of these is closest to your preference for teachers' role in the identification and usage of digital content in their classroom?**
    - Teachers use content that the district/central office has evaluated and approved
    - Teachers use content that they have evaluated and personally selected based upon their classroom needs
    - Teachers purchase/license content from a budget that is provided by the district to each teacher
    - Teachers identify desired digital content after doing an in-classroom pilot with the product
    - Teachers use digital content that is imbedded in our curriculum or accompanies our textbooks
    - Teachers use digital content that the school/district has mandated as the content to use

12. **Thinking more about the digital content and resources being used by teachers in your school or district, which ones qualify as open education resources or apps? (Check all that apply)**
    - Augmented or virtual reality environments
    - Animations and simulations
    - Digital content subscription (e.g. Discovery Education)
    - Digital, video, or online games (e.g., Kahoot, Minecraft)
    - Google Apps for Education (e.g. Google Docs, Google Slides etc.)
    - Microsoft Office 365 (like Word, Excel, Apps for Windows, etc.)
    - Online curriculum
    - Online databases (e.g. census data, education statistics)
    - Online tests or assessments
    - Online textbooks
    - Primary source documents (e.g. from the Library of Congress or NewseumED.org)
    - Real-time data (e.g. population, weather, NASA, Google Earth, GIS etc.)
    - Social media tools
    - Software/apps to help students develop skills (e.g. reading, writing, math, foreign language)
    - Speech recognition software or apps
    - Tutorials
    - Videos that teachers get from teacher sharing sites
    - Videos from online content providers (e.g. Kahn Academy, YouTube, NASA)
    - Virtual labs
    - Web-based conferencing and online meeting tools
    - Other

13. **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

14. **What is your current policy on the use of student owned mobile devices (e.g. laptops, smartphones, tablets, digital readers) within class?**
    - We do not allow students to use their own mobile devices within class
    - Use of student-owned devices is at the discretion of the building administrator
    - Use of student-owned devices is at the discretion of the classroom teacher
    - We currently provide students with school-owned mobile devices for use in class
    - We are currently evaluating a policy to allow students to use their own devices
    - We have adopted a BYOD/BYOT approach as a district policy
    - Other

15. **Let's talk about the implementation of various classroom models and digital learning approaches in your school(s). Thinking about widespread or strategic implementation levels, which have been implemented at your school(s) already? Which ones do you anticipate implementing in the next few years? Check no plans if that is most appropriate for your school(s).**

Scale:
- Implemented already
- Anticipate in 2018/19
- Anticipate in 2019/20
- Anticipate in 2020/21 or later
- 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 programs
- 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

16. **If you have implemented a 1:1 mobile device program in your school(s), what are the predominant types of devices that you have purchased for that program?**
    - Laptops with Apple IOS operating systems
    - Laptops with Microsoft operating systems
    - Chromebooks
    - Tablets with Apple IOS operating systems
    - Tablets with Android operating systems
    - Tablets with Google operating systems
    - Tablets with Microsoft operating systems
    - Digital readers (including Kindle Fire)
    - We have not implemented any 1:1 device programs in our school(s)
    - Other

17. **From your experience with your 1:1 mobile device program in your school(s) what is the average percentage of mobile devices that are lost or damaged in a given school year? If you do not have a 1:1 mobile program, just skip this question.**
    - Please identify a percentage from 0% to 100%.

18. **Thinking about all of the different computers and mobile devices at your school(s), what is the average age of the predominant type of computers/devices that students use?**

Scale
- A few
- Less than half
- More than half
- Most

Option
- New this year
- 1-3 years
- 3-5 years
- Over 5 years
- Over 10 years

19. **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

20. What are the most important reasons your school(s) or district may provide online learning (fully virtual classes or blended-hybrid classes that uses online curriculum) to your students? (Check all that apply) (2010 Speak Up Question)

- Eliminate costs associated with textbooks
- Increase parental engagement in their child's education
- Increase student participation in advanced courses
- Keep students engaged in school
- Motivate teachers to change teaching methods
- Offer academic remediation to students
- Offer afterschool enrichment programs
- Offer dual-enrollment courses to students
- Offer instruction for homebound students (e.g. illness, health or behavior reasons)
- Offer scheduling alternatives for students
- Provide classes in "hard-to-staff" areas
- Provide electives to students
- Provide instruction for English language learners
- Provide personalized instruction to students
- Provide remediation services to students (including credit recovery)
- Provide for competency or mastery-based advancement
- Reduce overall costs associated with instruction delivery
- None of the above
- Other

21. **What obstacles do you face implementing online or blended learning in your school(s) or district? (Check all that apply) (2010 Speak Up Question)**
    - Availability of standards-aligned online curriculum
    - Concern about the quality of the student- teacher interaction online
    - Contractual issues with our teachers
    - Creating policies and procedures for test taking
    - Determining fee structures for students to take online courses
    - Developing the return on investment justification
    - Evaluating pros/cons of building our own courses vs. buying courses
    - Evaluating the quality of online courses or curriculum
    - Finding teachers interested and qualified to teach online or blended classes
    - Inadequate expertise to create academically rigorous online courses
    - Lack of technology infrastructure to support online learning
    - Locating the appropriate online curriculum from outside providers
    - Management of online courses within our information systems
    - Parents don't want their child to learn that way
    - State funding policies that don't support online or blended learning
    - Student data privacy issues
    - Students are not interested in taking classes online
    - Students do not have access to Internet connected computers outside of school
    - Other

22. **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

23. **As you think about your district's readiness and capacity for implementing a new digital learning initiative (e.g. a 1:1 Chromebook program, online classes, or cloud applications) which of these are the most important to ensure success? (Check all that apply)**
    - Adequate funding for both initiative startup and ongoing support
    - Adequate Internet bandwidth capacity
    - Adequate technology infrastructure (computers, servers, network access)
    - Community involvement in the planning process
    - Digital content or curriculum that is aligned to state or local standards
    - Metrics for evaluating impact and success
    - Mobile devices for students to use
    - Parental support for the initiative
    - Plans for replicating or scaling the initiative within the district
    - Policies that support digital learning
    - Professional development for administrators on how to support the initiative
    - Safeguards to protect privacy and confidentiality of digital student data
    - Strategic plan for implementation
    - Teachers' buy-in
    - Teachers' knowledge on how to integrate technology within instruction
    - Teachers' skills with using technology tools
    - Technology support plans

24. **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

25. **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 capacities or administrative effectiveness? (Check all that apply)**
    - Attended a face-to-face conference
    - Earned a micro-credential or digital badge to demonstrate proficiency in a topic or pedagogy
    - Found information on the Internet to help me solve an administrative challenge
    - Participated in a massive open online course (MOOC)
    - Participated in a Twitter chat or other social media facilitated discussion
    - Participated in a webinar or online conference
    - Pinned school leadership ideas to Pinterest
    - Posted a question on social media about something I want to learn
    - Sought help from other administrators through my social networking sites
    - Subscribed and contributed to blogs, listservs, or discussion forums from education organizations or experts (e.g. MindShift, eSchoolNews)
    - Took a face-to-face class at a college or university
    - Took a self-paced tutorial on a subject
    - Took an online course
    - Used a mobile application to help me with organization
    - Used Twitter or other social media to follow education experts or other administrators
    - Watched Ted Talks or videos about a topic I was interested in
    - Other

26. **Your position puts you in a front row seat for understanding both the potential of technology to transform teaching and learning and the inherent safety and security challenges that can exist with technology use in school. We appreciate your understand of the importance of providing a safe and secure environment in schools today.**

    Based upon your experiences, what tools, resources or solutions do you wish you had to help address these critical safety and security issues? Think beyond what exists today.

    We are interested in your insights!

27. **Gender**
    - Female
    - Male
    - Decline to state

28. **At the end of this school year, how many years of experience will you have as a technology leader?**
    - This is my first year
    - 1 to 3
    - 4 to 10
    - 11 to 15
    - 16+

29. **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

30. **What is your highest level of educational attainment?**
    - Associate degree
    - Bachelor's degree
    - Specialist degree in education
    - Master's degree in education
    - Master's degree in educational technology
    - Master's degree in an area other than education
    - Doctorate degree (Ed.D., Ph.D.)
    - Other