New Hampshire SCHOOL Technology Survey 2008-09

ICT Literacy and Professional Development

This survey is available in MS-Word format for download at www.nheon.org/oet.
Questions? Send an email to chiggins@ed.state.nh.us

IMPORTANT NOTES ABOUT THIS SURVEY

Designed as a comprehensive assessment of the overall technology environment within NH schools, this survey data can assist technology decision makers at both the local and state level. There is a companion survey for the district level with DIFFERENT questions. (Note: If your district is composed of a single school, you should complete **both** the district and the school surveys because **the questions are different**.)

The New Hampshire Department of Education (NHDOE) relies on this survey data to evaluate the extent to which the state and its schools are effectively implementing technology plans and programs. Survey data also helps verify compliance with federal and state technology requirements.

The school survey is divided into TWO parts for ease of data entry and analysis:

(1) Technology Access (hardware, connectivity to online resources, service & support)

(2) ICT Literacy and Professional Development

This part contains ONLY the **ICT Literacy and professional development** questions. Go to NHEON.org/oet/survey for the Technology Access questions.

Please be sure to consult with other staff in your school to provide the most informed answers possible.

For your convenience in gathering data for this survey, it is available in MS-Word format. We strongly encourage you to download the Word version and save your responses in Word format for future reference.

This SURVEY will CLOSE on March 16, 2009.

General

1. School Name: **387 out of 456** school buildings responded (85%)

*some schools are combined into one building. There are 478 total schools in NH.

Technology / ICT Literacy

On 7/1/05, New Hampshire adopted a revised set of School Minimum Standards, including standards for Information and Communication Technologies (ICT) Literacy (Ed 306.42). Since that time, schools have been updating their instructional programs to meet the new standards. Please tell us how your school currently addresses technology literacy instruction and assessment, so we can plan future technical assistance. Please answer as accurately as possible on behalf of your SCHOOL (not the whole district). You can find more information about these standards at: www.nheon.org/ictliteracy.

NOTE: When there are choices of several grades, please check ONLY those that apply to your school.

2. Please indicate which staff positions and to what extent each staff is involved in the process of updating your instructional program to address these ICT Literacy standards.	A Lot	Some	A Little	Not at all	No Response	Total
Principal / Assistant Pr.	106 (27%)	152 (39%)	89 (23%)	31 (8%)	9 (2%)	387
Library Media Specialist	111 (29%)	136 (35%)	59 (15%)	60 (16%)	21 (5%)	387
Technology Coordinator	198 (51%)	71 (18%)	33 (9%)	31 (8%)	55 (14%)	387
Computer Teacher	145 (37%)	71 (18%)	17 (4%)	52 (13%)	102 (26%)	387
Content Area Teachers	73 (19%)	195 (50%)	79 (20%)	20 (5%)	20 (5%)	387
Special Ed Staff	22 (6%)	128 (33%)	109 (28%)	91 (24%)	37 (10%)	387
Other	38 (10%)	42 (11%)	20 (5%)	52 (13%)	235 (61%)	387

3. Please indicate how your school (**not the whole district**) currently provides instruction in ICT literacy. *Check to indicate in which grade the activity is occurring.*	Grades K-2	Grades 3-5	Grades 6-7	Grade 8	Grades 9-12	Total
Our students take a separate ICT Literacy class, Computer Literacy class, or something similar.	72 (20%)	89 (25%)	71 (21%)	61 (18%)	46 (14%)	359
We embed ICT literacy instruction into our curriculum in various content areas.	168 (25%)	211 (31%)	136 (20%)	97 (14%)	58 (9%)	670
We engage students in project based learning using digital tools (ICT tools).	120 (21%)	184 (32%)	125 (22%)	92 (16%)	60 (10%)	581
ICT literacy instruction is part of our media literacy program.	94 (24%)	141 (36%)	78 (20%)	52 (13%)	31 (8%)	396
We assist our students to create digital portfolios of their work.	81 (18%)	124 (27%)	109 (24%)	98 (22%)	42 (9%)	454

4. Please tell us how your school addresses **Internet safety** instruction.	Grades K-2	Grades 3-5	Grades 6-7	Grade 8	Grades 9-12	Total
We have no formal Internet safety program.	107 (32%)	102 (31%)	52 (16%)	37 (11%)	36 (11%)	334
Our instruction is varied, with teachers selecting or creating their own materials for this.	113 (29%)	124 (32%)	63 (16%)	47 (12%)	45 (11%)	392
We have created and are using **our own** customized Internet safety curriculum.	60 (26%)	71 (31%)	47 (21%)	33 (14%)	17 (7%)	228
We use the **iSafe** student curriculum.	8 (18%)	12 (27%)	12 (27%)	10 (22%)	3 (7%)	45
We use the **CyberSmart** student curriculum.	11 (24%)	15 (33%)	12 (26%)	7 (15%)	1 (2%)	46
We use **NetSmartz** materials.	27 (25%)	36 (34%)	26 (25%)	15 (14%)	2 (2%)	106

5. Please tell us how students at your school work with digital files. *Check to indicate in which grade the activity is occurring.*	Grades K-2	Grades 3-5	Grades 6-7	Grade 8	Grades 9-12	Total
Our students are now regularly storing their digital files to a folder on the server.	130 (20%)	201 (31%)	141 (22%)	108 (17%)	69 (11%)	649
Our students have been taught to use a file naming protocol when saving files to the server so that they can more easily locate specific assignments later.	68 (15%)	141 (31%)	105 (23%)	84 (19%)	51 (11%)	449
Our students have spent some time reviewing and reflecting on their digital work.	58 (14%)	124 (29%)	103 (24%)	92 (22%)	49 (12%)	426
Our students have spent some time organizing and assembling collections of their work into actual digital portfolios.	28 (9%)	75 (24%)	82 (26%)	88 (28%)	43 (14%)	316

6. Please indicate how your school (**not the whole district**) currently **assesses** students' ICT literacy skills. *Check to indicate in which grade the activity is occurring.*	Grades K-2	Grades 3-5	Grades 6-7	Grade 8	Grades 9-12	Total
We use a test to assess students' skills at least once in these grades.	9 (8%)	24 (21%)	25 (21%)	39 (33%)	20 (17%)	117
We use rubrics to assess students' digital portfolio work at least once in these grades.	38 (13%)	80 (27%)	80 (27%)	69 (23%)	28 (10%)	295
We assess students' ICT competency in other ways in these grades.	92 (25%)	116 (32%)	69 (19%)	53 (15%)	36 (10%)	366

7. How many 8th grade students were enrolled in your school in 2007-08 as of 10/1/07? **13,200 total**
8. How many 8th grade students were enrolled in your school in 2008-09 as of 10/1/08? **13,321 total**

9. In 2007-08, how many 8th grade students met the following ICT competency requirements by the end of 8th grade? (If your school doesn't include 8th grade, skip this question.)	**Total Number** of 8th graders that met this component of ICT literacy standards
Technology operations and concepts	8,204
Digital citizenship / social, ethical, human issues	7,700
Creativity & innovation / productivity tools	7,482
Communication & collaboration / communication tools	7,220
Research & information fluency / research tools	7,690
Critical thinking, problem solving, & decision making	7,621

Professional Development

Please consult with your principal and staff development coordinator to answer the following questions.

10. Based on the goals of your District Professional Development Master Plan, most recent curriculum development efforts, and your school's state assessment results, please rate the following professional development topics to indicate those that are most needed at your school. **PART A**	Not a priority for us right now	Important but not our highest priority	Highest priority	No response	Total
Basic Technology Skills for Teachers (includes various topics to integrate digital tools)	52 (13%)	215 (56%)	119 (31%)	1 (.3%)	387
Evaluating Websites & Using Online Resources	89 (23%)	263 (68%)	32 (8%)	3 (.8%)	387
Creating Easy and Effective Classroom Websites	159 (41%)	169 (44%)	57 (15%)	2 (.5%)	387
Creating and Maintaining Effective School Websites	120 (31%)	167 (43%)	96 (25%)	4 (1%)	387
Creating and Using Classroom Blogs to Teach	242 (63%)	127 (33%)	16 (4%)	2 (.5%)	387
Using Wikis as an Alternative to Textbooks	282 (73%)	101 (26%)	3 (.8%)	1 (.3%)	387
Using Online Course Mgmt Systems for Classwork and Homework (i.e., Moodle, Sakai, etc.)	206 (53%)	126 (33%)	53 (14%)	2 (.5%)	387
Internet Safety, Web 2.0, and Digital Citizenship	81 (21%)	224 (58%)	80 (21%)	2 (.5%)	387
Assessment Rubrics for ICT Literacy	86 (22%)	174 (45%)	121 (31%)	6 (2%)	387
Working with Digital Portfolios	66 (17%)	161 (42%)	156 (40%)	4 (1%)	387
Integrating Interactive Whiteboards	125 (32%)	155 (40%)	106 (27%)	1 (.3%)	387
Using Data Analysis to Inform Classroom Instruction (i.e., NWEA, Perf. Pathways, Data Teams, EasyIEP)	19 (5%)	81 (21%)	286 (74%)	1 (.3%)	387
Revising our District Technology Plan	121 (31%)	128 (33%)	136 (35%)	2 (.5%)	387
Applying for E-Rate Discounts	136 (35%)	122 (32%)	125 (32%)	4 (1%)	387
Writing Successful Technology Grants	111 (29%)	157 (41%)	85 (22%)	34 (9%)	387

11. Based on the goals of your District Professional Development Master Plan, most recent curriculum development efforts, and your school's state assessment results, please rate the following professional development topics to indicate those that are most needed at your school. **PART B**	Not a priority for us right now	Important but not our highest priority	Highest priority	No response	Total
Understanding Formative & Summative Assessment	38 (10%)	184 (48%)	162 (42%)	3 (.8)	387
Assessing Student Competencies	36 (9%)	142 (37%)	206 (53%)	3 (.8)	387
Communication (incl. home-school connections, etc.)	39 (10%)	190 (49%)	153 (40%)	5 (1%)	387
Curriculum Mapping/Integration	80 (21%)	188 (49%)	116 (30%)	3 (.8)	387
Differentiated Instruction & Multiple Intelligences	25 (7%)	202 (52%)	157 (41%)	3 (.8)	387
Improving Instruction in Core Content Areas	19 (5%)	151 (39%)	214 (55%)	3 (.8)	387
Improving Writing	17 (4%)	129 (33%)	238 (62%)	3 (.8)	387
Improving Reading & Literacy Skills	14 (4%)	84 (22%)	288 (74%)	1 (.3%)	387
Instruction based on NH Math Standards	13 (4%)	105 (27%)	267 (69%)	2 (.5%)	387
Instruction based on NH Science Standards	25 (7%)	199 (51%)	159 (41%)	4 (1%)	387
Special Education Training	37 (10%)	217 (56%)	126 (33%)	7 (2%)	387
PBIS, Responsive Classrooms, Classroom Mgmt	92 (24%)	186 (48%)	104 (27%)	5 (1%)	387
Understanding by Design (Backward Design)	135 (35%)	164 (42%)	46 (12%)	42 (11%)	387

12. Does your school provide teachers with time during regular school hours for learning and professional development growth opportunities including the integration of technology?

Yes	302 (78%)
No	84 (22%)
No response	1 (.3%)
Total	387

13. Do you currently provide Internet safety training to staff?

Yes	108 (28%)
No	278 (72%)
No response	1 (.3)
Total	387

Please help us understand the types and frequency of district-provided technology related professional development your teachers participated in during the previous academic year. (You might consider posting these questions in the teachers' lounge to gather more accurate data directly from them.)

* For your reference, there are Local Educational Support Centers in Penacook (Capital Area Center for Educational Support, Manchester (Greater Manchester Professional Development Center), Gorham (North Country Professional Development Center), Exeter (Seacoast Professional Development Center), Keene (Southwestern NH Educational Support Center), and Claremont (Sugar River Professional Development Center).

14. Over the past year, about how many teachers in your school participated in training with each provider type?	No staff participation (0%)	Participation by a few (less than 30%)	Participation by several staff (between about 30-70%)	Most or all staff participated (> 70%)	No response	Total
District on-site PD	11 (3%)	48 (12%)	51 (13%)	269 (70%)	8 (2%)	387
PD activities at Local PD Center*	48 (12%)	237 (61%)	68 (18%)	30 (8%)	4 (1%)	387
PD activities at SERESC	85 (22%)	232 (60%)	54 (14%)	7 (2%)	9 (2%)	387
Online courses from OPEN NH	192 (50%)	173 (45%)	9 (2%)	2 (.5%)	11 (3%)	387
Online courses from TeacherLine	264 (68%)	106 (27%)	3 (.8%)	1 (.3%)	13 (3%)	387
College/university graduate courses	24 (6%)	234 (61%)	112 (29%)	6 (2%)	11 (3%)	387
Thinkfinity/MarcoPolo workshops	320 (83%)	51 (13%)	1 (.3%)	0	15 (4%)	387
Intel workshops	330 (85%)	42 (11%)	0	2 (.5%)	13 (3%)	387
NHSTE workshops or summer inst.	143 (37%)	216 (56%)	12 (3%)	2 (.5%)	14 (4%)	387
Christa McAuliffe Tech Conference	90 (23%)	266 (69%)	25 (7%)	1 (.3%)	5 (1%)	387
NHEMA Conference	253 (65%)	114 (30%)	3 (.8%)	0	17 (4%)	387
NHPTV Knowledge Network workshops	219 (57%)	146 (38%)	2 .5%)	0	20 (5%)	387
Other online or face to face PD	69 (18%)	134 (35%)	74 (19%)	79 (20%)	31 (8%)	387

15. The following topics originate from the National Educational Technology Standards for Teachers (NETS-T) (revised 2008 draft). Please indicate the extent of need for professional development among teachers in your school related to each topic.	Not much need because we regularly address this.	Some need because we have only been able to address this at a modest level.	Very great need. This is very important to us, but we haven't been able to address this sufficiently.	No response	Total
Creativity and Innovation: Teachers demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.	41 (11%)	267 (69%)	76 (20%)	3 (.8%)	387
Communication and Collaboration: Teachers use digital media and environments to communicate and work collaboratively, including at a distance, to promote and support the learning of both students and colleagues.	24 (6%)	265 (69%)	95 (25%)	3 (.8%)	387
Research and Information Fluency: Teachers model and facilitate the effective use of current and emerging digital tools to gather, evaluate, and use digital information resources to support learning and assessment in both formal and informal learning environments.	31 (8%)	264 (68%)	90 (23%)	2 (.5%)	387

Critical Thinking, Problem-Solving, and Decision-Making: Teachers use critical thinking skills to plan strategies, solve problems and make informed decisions related to teaching and learning using digital tools and resources.	38 (10%)	256 (66%)	91 (24%)	2 (.5%)	387
Digital Citizenship and Responsibility: Teachers understand the cultural, human, legal, and societal issues associated with technology and exhibit legal and ethical behavior in their professional practices.	69 (18%)	244 (63%)	73 (19%)	1 (.3%)	387
Technology Operations and Concepts: Teachers demonstrate and model for students a sound understanding of technology concepts, systems, and operations.	50 (13%)	252 (65%)	84 (22%)	1 (.3%)	387
Professional Practice and Leadership: Teachers continually improve their professional practice and exhibit leadership skills representative of an innovative professional in a global, digital society.	43 (11%)	268 (69%)	71 (18%)	5 (1%)	387

WHEN YOU ARE DONE GATHERING YOUR DATA FOR THIS SURVEY, ENTER YOUR DATA ONLINE. YOU WILL NEED LINK PROVIDED.

(The link was e-mailed to each district tech coordinator. Contact chiggins@ed.state.nh.us if you did not receive it.)