

NETP Speak Up Poll 1 - draft 3 (040323)

Audience: classroom teachers, librarians, instructional coaches

Foundational theme for this poll: what do teachers need to address the digital use divide in their instructional practices to support learner variability? What are the factors (personal, system) that may be limiting or inhibiting that usage?

Intro text with instructions

Dear Teacher:

Thank you for your participation in this national poll to provide input to the development of a new National Educational Technology Plan (NETP). Your voice is important to this process.

This poll is being conducted by Project Tomorrow as part of the formalized process to collect input for the NETP from teachers, librarians and instructional coaches about the use of technology within teaching and learning today. This short survey will take you less than 10 minutes to complete. It consists of 10 questions, most of which are multiple choice or ranking questions. Your responses to these questions are 100% confidential. We are not asking for your name or any identifying information here that would allow anyone to determine your identity. All provided responses will be aggregated into a national data set for analysis.

Please be as honest as you are comfortable with your responses. We ask that your responses reflect your own views and experiences. Thank you for your participation in this research.

If you have any questions about this poll please contact research@tomorrow.org. If you are looking for more information about the development of the new National Educational Technology Plan, please visit [xxxxx](#).

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Chief Executive Officer
Project Tomorrow

Poll questions:

1. What is your role within your school this year?
 - a. Classroom teacher
 - b. Special education resource teacher
 - c. Librarian/media specialist
 - d. Instructional coach
 - e. Other:

2. What grade level(s) do you teach or support?
Preschool - Transitional Kindergarten

Kindergarten - Grade 1 - Grade 2

Grade 3 - Grade 4 - Grade 5

Grade 6 - Grade 7 - Grade 8

Grade 9 - Grade 10 - Grade 11 - Grade 12

All grades

Other:

3. How often are you using technology (online and digital tools and resources) specifically to support these classroom outcomes?

Scale:

Daily or almost daily

Weekly

Monthly

Only within certain units or projects

Rarely or never

- a. Adjusting instruction to meet the unique learning pace that is best for certain students.
- b. Creating active learning experiences for all students.
- c. Establishing a learning environment that ensures equity of access for all students.
- d. Designing learning experiences to address the neuro-variability of students in my class.
- e. Involving students in the creation of classroom learning activities or products.
- f. Tailoring instruction to meet the learning needs, preferences, and goals of individual students.
- g. Taking advantage of characteristics of the digital tools and resources to support enhanced student engagement.

4. What challenges or barriers do you face when you are using technology in your classroom? Check the ones that are most relevant for you.

- Cannot find digital tools or resources that address the different ability levels in my class
- Cannot find digital tools or resources that match our curriculum standards
- Concerns about classroom management issues when using technology with students
- Concerns about parents' attitudes and values about technology use within learning
- I am unsure about how to address variances in students' technology skills
- I am unsure about how to create meaningful learning experiences with technology.
- I am unsure about how to design learning experiences with technology that support active learning by my students

- I am unsure about how to use data derived from digital tools and resources effectively to modify my instructional practices
- I am unsure about how to use specific digital content or resources to address learning loss or needs for learning acceleration in my class
- I am unsure about what products my school or district has approved or recommends for classroom use
- Internet connectivity and bandwidth is inadequate for my classroom needs
- Too many technology products make evaluation and selection difficult
- Other: (open-ended)

5. Which of these support tools, resources or information would be helpful for you right now to support the effective use of technology within classroom instruction?

Scale:

Very helpful

Somewhat helpful

Less helpful

- Confidence that my students have access to consistent and safe Internet outside of school
- Curated set of resources organized by grade level and content area
- Information about classroom management strategies using digital resources
- List of recommended resources approved by my district
- Online tools that help me organize and keep track of digital resources I am using
- Professional learning that focuses on the pedagogy of using technology
- Regular time with a coach or mentor who can help me with lesson development
- Rubrics to help evaluate quality and appropriateness of digital resources
- Teacher evaluations of how certain digital resources performed in their classroom
- Third party research on the impact of using certain digital tools or resources

6. The following is a list of classroom objectives. Assuming you could have professional learning on any of these topics, which ones would support your ability to design digital learning experiences that result in more active, student-centered learning in your classroom?

- Assessing individual student strengths and needs
- Creating classroom environments for deeper learning
- Creating extended learning experiences for students when at home
- Creating new lessons that take advantage of adaptive technologies

- Creating project-based learning experiences for my students
- Developing students' digital citizenship and information/media literacy skill development
- Ensuring student data privacy when using digital tools or resources with students
- Implementing a blended or flipped learning model in my classroom
- Integrating digital content within current lessons
- Managing student voice and choice in the classroom
- Tailoring instruction to meet students' preferences for learning experiences
- Taking advantage of students' at home access to technology
- Using student data to inform my teaching practices
- Using technology to facilitate student collaborations
- Using technology to modify the pace of instruction for each student
- Other:

7. What professional learning modalities are best to help you become more effective in using technology to support student learning in your classroom?

- Blended or flipped learning course - where some instruction is online and some face-to-face
- EdCamps (an informal, teacher-only collaborative learning event)
- Getting questions answered or finding inspiration on social media sites
- Hands-on workshops at in-person conferences
- Single day in-service school, district or education service center training
- Multiple day, in-depth professional learning experiences facilitated by your school, district or service center
- Job-embedded coaching and mentoring
- Online course- where instruction and content is delivered online
- Online webinars or virtual conferences (participating live or watching later)
- Participating in a professional learning community or community of practice
- Reading blogs or listening podcasts from education experts
- Sit and learn sessions at conferences with expert presenters
- Training provided by vendors
- University or college course
- Watching TED Talks or other online videos
- Other:

8. In an environment where technology is being used regularly and effectively, what is the best way for educators to measure the efficacy of those learning experiences for students?

- Academic performance outcomes
- Data reports that document digital content usage statistics
- Evidence of extended learning or curiosity to learn more
- Physical observations of attentiveness or engagement in learning (eye contact, nods, smiles)
- Student enjoyment in the learning process
- Student feedback about lessons or activities
- Student participation in class discussions
- Students apply knowledge to problem solving activities

- Students ask thoughtful, in-depth questions
- Students develop college and/or workplace skills
- Students make connections between topics or ideas
- Students staying on task or being persistent in face of challenges
- Other

9. Tell us about your school. Which of these statements is true for your school? Check all that apply.

- My school is in an urban community.
- My school is in a suburban community.
- My school is in a rural community.
- My school is 100% a Title 1 school.
- My school serves predominantly students of color.
- My school provides me with regular access to an instructional coach to support my teaching practice.
- My school provides students in my class with a digital learning device (tablet, laptop, Chromebook) to support instruction in school.
- My school allows my students to bring their digital learning device home with them.
- My school provides my students with mobile hotspots to facilitate home Internet connectivity if students do not have that access outside of school.
- My school and/or district leadership supports me in using technology in new ways to support individual student needs and to create more active learning experiences for all students.

10. What topics or recommendations would you like to see included in the National Education Technology Plan to help teachers become more effective using technology within instruction? (open-ended response)