

Triton/Patterns Teacher Survey

Skills and Use

How would you rate your skill or proficiency with various types of software **and** for what purpose do you use different applications? To answer these questions, you'll need to do the following:

- Read through the following explanations to understand each choice on the *skill* scale.
 - *No experience* means you never use the application although you may be familiar with what it's designed to do.
 - *Know the basics* means you occasionally use the application and believe you have figured out a few of its features and functions.
 - *Moderately skilled* means you use the application routinely and believe you have figured out most of its features and functions.
 - *Advanced* suggests you could offer training on the application to others.
- Then, check the box to the left of the application type to rate your skill or proficiency.
- Finally, check one or more boxes to the right of the application type to indicate how you use it.

| How do you rate your skills? (Check one box only) | | | | Types of software (Applications named are examples only!) | How you use the software? (Check both <i>Classroom prep</i> and <i>Instructionally</i> , if appropriate) | | |
|--|--------------------------|--------------------------|--------------------------|---|---|--------------------------|----------------------------------|
| No experience | Know the basics | Moderately skilled | Advanced | | Do not use | Classroom prep | Instructionally with students |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Word processing (Microsoft Word, AppleWorks) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Presentation (PowerPoint, AppleWorks slideshow) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Multimedia authoring (HyperStudio, KidPix) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Classroom management (grade program) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Database (FileMaker Pro, AppleWorks) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Spreadsheet (Excel, AppleWorks) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Graphics (clip art, PhotoShop) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Courseware (Decisions, Decisions; MathBlaster) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Web browsers (Explorer, Netscape Navigator) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Email (QuickMail Pro, Netscape Communicator, Eudora) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Integrated (AppleWorks) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Over the past school year, to what extent have each of the following been important in helping you develop your technology skills?

| | Not important at all | Somewhat important | Very important |
|--|--------------------------|--------------------------|--------------------------|
| Personal desire and effort | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mentoring and support from a colleague | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| School or district professional development | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| College or university class | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other classes in the community (adult school) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Conference presentations or workshops | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Support/encouragement from a school administrator | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Assistance from the Dana staff (resource teachers, technical staff) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Assistance from your school's site coordinator | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Tools or presentations available on the EdTech or Triton/Patterns websites | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Project teachers only should answer the three items that follow! | | | |
| Assistance from a Triton/Patterns team member at your school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Triton/Patterns symposia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Triton/Patterns conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

How would you rate your proficiency with each of the following?

| | Not at all proficient | | | Highly proficient |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| Setting up and maintaining a computer workstation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Figuring out how to use various software programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Integrating technology into the physical environment of the classroom to support different learning activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Using technology to add excitement and interest to your teaching | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Using specific search strategies to locate information | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teaching students how and why to use technology | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | Not at all proficient | | | Highly proficient |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| Helping colleagues learn different technologies for their <i>personal</i> use | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Helping colleagues learn different technologies for <i>instructional</i> use | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Using the Internet to find instructional resources | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Using the Internet to expose students to diverse viewpoints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Using technology to support student cooperation/collaboration | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Using technology to support problem-based or case-based learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Using technology to help students with special needs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Using technology to create instructional units, lessons, or activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Using technology to communicate with parents about the school day | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ensuring students use the web safely | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Creating assessment tools (rubrics, checklists, matrices) for evaluating student work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ensuring students understand how to assess the validity and reliability of information they find on the Internet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Classroom Practices

The following items focus on classroom practices. For each of them, please check the one box that best describes where you currently see yourself.

| | <u>The practice ...</u> | | | |
|--|--|--|---|---|
| | Isn't really part of my everyday teaching practice | Is generally a part of my everyday practice | Is fundamentally a part of my everyday practice | Is integral to my everyday teaching practice |
| Using such terminology as <i>classify</i> , <i>analyze</i> , <i>predict</i> , and <i>create</i> when framing tasks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Encouraging students to engage in dialogue, both with me and with one another | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Encouraging student engagement by asking thoughtful, open-ended questions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Encouraging students to contribute to the development of assessment criteria and standards | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | <u>The practice ...</u> | | | |
|--|--|--|---|---|
| | Isn't really part of my everyday teaching practice | Is generally a part of my everyday practice | Is fundamentally a part of my everyday practice | Is integral to my everyday teaching practice |
| Engaging students in experiences that may contradict their initial ideas, and then encouraging discussion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Modeling the skills of inquiry—including skepticism, curiosity, an openness to new ideas, and an interest in data | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Assessing both student understanding and student skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Using technology to enhance school/home communications | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Encouraging students to assess their own learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Using student data, observations of teaching, and interactions with colleagues to reflect on and improve my teaching | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Extending the school day via use of the Internet and other technologies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Allowing my students to contribute to the decisions I make about the content and context of their work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Actively participating in technology planning at my school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Helping to plan and implement professional growth opportunities for the teachers at my site | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Encouraging the use of computers, calculators, and other technologies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Incorporating multimedia technologies into my teaching | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Using multimedia technologies to create materials that students use in class | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Modeling the ways technological tools can help students reason, make connections, and solve problems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Implementing lessons and units that are standards-based | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Working collegially with other teachers at my school (including those in other disciplines and with grade-level assignments different from my own) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | <u>The practice ...</u> | | | |
|---|--|--|---|---|
| | Isn't really part of my everyday teaching practice | Is generally a part of my everyday practice | Is fundamentally a part of my everyday practice | Is integral to my everyday teaching practice |
| Using technology to connect with students who are absent or otherwise out of school in order to keep them current and on-task | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Implementing collaborative and independent tasks that challenge student thinking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Regularly assessing the effectiveness of the lesson or units I teach, and the extent to which I achieved specific instructional goals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Communicating with parents about my instructional program, and encouraging parental participation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Contributing to the research about technology's impact through action research, teacher mentoring, writing articles, or presentations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| |
|---------------------|
| Perspectives |
|---------------------|

For each of the following, check the box that most closely corresponds to your perspective.

| | I don't know | Strongly disagree | Disagree | Agree | Strongly agree |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| My school's technology goals are stated in a way that provides clear direction. | <input type="checkbox"/> |
| I am familiar with my school's technology plan. | <input type="checkbox"/> |
| The basic <i>software</i> that I need to use technology instructionally is available at my school. | <input type="checkbox"/> |
| The basic <i>hardware and network capacity</i> I need to use technology with students is available at my site. | <input type="checkbox"/> |
| I believe that incorporating technology into my instruction helps students learn. | <input type="checkbox"/> |
| Showing students how to use technology isn't my job. | <input type="checkbox"/> |
| I don't have enough time to incorporate technology into my lesson or unit plans. | <input type="checkbox"/> |
| I teach in a subject area that doesn't lend itself to using technology, including the web. | <input type="checkbox"/> |

| | I don't know | Strongly disagree | Disagree | Agree | Strongly agree |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| The majority of my students know more about technology, including the Internet, than I do. | <input type="checkbox"/> |
| My students' many personal and educational needs make focusing on use of technology impractical. | <input type="checkbox"/> |
| I am concerned that technology interferes with the personal relationships I have with my students. | <input type="checkbox"/> |
| Computers and other technologies are as important in classrooms as pencils and books. | <input type="checkbox"/> |
| I feel awkward when confronted with using technology in my classroom. | <input type="checkbox"/> |

Please check the one box that indicates the extent to which you agree with the *importance* of each of the following in helping your students meet school and district performance expectations.

| | Not important at all | | | Extremely important |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| Having students work on real life issues/problems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Having students work on lessons/activities that are multidisciplinary or cross-curricular | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Asking students to synthesize information that they or fellow students have generated into a final (graded) product or project | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Having students work in teams, with each team member assigned a specific role | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Having students work in teams, with no roles specifically assigned | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Asking students to make judgments about information, ideas, arguments, or issues that they have researched | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Using subject-specific (math, spelling) drill and practice software programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Having students plan, compose, write, and/or edit stories, essays, or reports | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Publishing student work electronically | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Having students conduct web-based research | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Having students communicate with others in their community or worldwide | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| Creating school or classroom web pages | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My participation in professional development – whether focused on technology or specific instructional interventions (SADIE, for example) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Demographics

Please check EACH of the grade levels you teach.

- | | | | |
|---------------------------------------|----------------------------------|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> Kindergarten | <input type="checkbox"/> Grade 4 | <input type="checkbox"/> Grade 8 | <input type="checkbox"/> Grade 12 |
| <input type="checkbox"/> Grade 1 | <input type="checkbox"/> Grade 5 | <input type="checkbox"/> Grade 9 | <input type="checkbox"/> Seminar |
| <input type="checkbox"/> Grade 2 | <input type="checkbox"/> Grade 6 | <input type="checkbox"/> Grade 10 | |
| <input type="checkbox"/> Grade 3 | <input type="checkbox"/> Grade 7 | <input type="checkbox"/> Grade 11 | |

I teach at least ONE advanced placement class. Yes No

I teach at least ONE special education class *or* have special needs children integrated into my classroom. Yes No

What subject areas do you teach? If your area is NOT listed, please write it in.

- | | | |
|--|---|--|
| <input type="checkbox"/> Multiple subjects | <input type="checkbox"/> Social studies | <input type="checkbox"/> Business |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Humanities | <input type="checkbox"/> Vocational ed or technology/ROP |
| <input type="checkbox"/> English/language arts | <input type="checkbox"/> Foreign language | <input type="checkbox"/> Communications |
| <input type="checkbox"/> Reading | <input type="checkbox"/> AVID/Learning center | <input type="checkbox"/> Learning center/study skills |
| <input type="checkbox"/> Psychology | <input type="checkbox"/> Art or music | <input type="checkbox"/> Other _____ |

Please check your main school site.

- | | | | |
|------------------------------------|--|--------------------------------------|---|
| <input type="checkbox"/> Balboa | <input type="checkbox"/> Hoover | <input type="checkbox"/> Lewis | <input type="checkbox"/> O'Farrell |
| <input type="checkbox"/> Brooklyn | <input type="checkbox"/> Kate Sessions | <input type="checkbox"/> Linda Vista | <input type="checkbox"/> PB Elementary |
| <input type="checkbox"/> Chavez | <input type="checkbox"/> Kearny | <input type="checkbox"/> Marston | <input type="checkbox"/> Roosevelt |
| <input type="checkbox"/> Dailard | <input type="checkbox"/> Kimbrough | <input type="checkbox"/> Marvin | <input type="checkbox"/> Valencia Park |
| <input type="checkbox"/> Encanto | <input type="checkbox"/> King | <input type="checkbox"/> Memorial | <input type="checkbox"/> Mira Mesa |
| <input type="checkbox"/> Grant | <input type="checkbox"/> Kroc | <input type="checkbox"/> Montgomery | <input type="checkbox"/> Language Academy |
| <input type="checkbox"/> Hawthorne | <input type="checkbox"/> Pershing | | |

What technology is available to you at home? Please check the box next to each item you own or to which you have access?

| | Yes | No | | Yes | No |
|----------------------|--------------------------|--------------------------|---|--------------------------|--------------------------|
| Computer (w/ CD-ROM) | <input type="checkbox"/> | <input type="checkbox"/> | Phone modem | <input type="checkbox"/> | <input type="checkbox"/> |
| Printer | <input type="checkbox"/> | <input type="checkbox"/> | Cable modem/DSL | <input type="checkbox"/> | <input type="checkbox"/> |
| Scanner | <input type="checkbox"/> | <input type="checkbox"/> | Other: _____ | | |
| Digital camera | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| Digital video camera | <input type="checkbox"/> | <input type="checkbox"/> | Who is your Internet service provider (e.g., AOL, Earthlink, AT&T)? _____ | | |
| Analog video camera | <input type="checkbox"/> | <input type="checkbox"/> | | | |

What is your access to technology in your main classroom? Please check the number of each type of equipment to which you and your students have access.

| Number | 0 | 1 | 2 | 3 | 4 | 5 to 10 | 11+ |
|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Computers (w/ CD-ROM drives) | <input type="checkbox"/> |
| Printers | <input type="checkbox"/> |
| Scanners | <input type="checkbox"/> |
| Internet connections | <input type="checkbox"/> |
| Digital cameras | <input type="checkbox"/> |
| Video cameras (digital or analog) | <input type="checkbox"/> |

