

ConnectED Research Teacher Survey – Spring 2017

Teaching and Learning Excerpts

Selecting a Target Class

The next two sections of the survey ask about the teaching and learning activities that happen in your classroom. For purposes of this survey, we ask you to select a “target class” for this year and to answer the questions with that target class in mind.

If you mostly teach different groups of students throughout the day, select a target class that is typical of your instruction. If you teach both academic and non-academic subjects, please select a class in an academic subject (reading; writing; literature; social studies; history; government; mathematics; or science).

If you mostly teach the same group of students all day (e.g., most elementary teachers), please think about a typical week this spring.

1. What is the subject of the target class you have selected?
 - a. All core subjects (same group of students all day)
 - b. English/Language arts
 - c. Math
 - d. Social studies/Geography/History
 - e. Special education
 - f. Science
 - g. Foreign language
 - h. English as a Second Language (ESL)
 - i. Technology/Engineering
 - j. Music/Arts
 - k. Physical education
 - l. Library science
 - m. Other (please describe):

2. What grade-level is your target class? *(Mark all that apply)*
 - a. Pre-k
 - b. K
 - c. 1
 - d. 2
 - e. 3
 - f. 4
 - g. 5
 - h. 6
 - i. 7

- j. 8
 - k. 9
 - l. 10
 - m. 11
 - n. 12
 - o. Other (please describe):
3. How many students are in your target class? [Open-ended numerical response]
4. Are there other educators (e.g., Title I teacher, teacher's aide) in the room with you during this class?
- a. Yes, other educators are in this class all of the time.
 - b. Yes, other educators are in this class some of the time.
 - c. No, other educators are not in this class regularly.
5. Please tell us about the schedule for when your target class meets (*choose one, and complete*)
- a. My target class meets on a regular schedule: [xx] days per week, for [xxx] minutes each time.
 - b. My target class meets on a unique schedule (please describe):
6. Approximately what proportion of the students YOU teach are:
- a. English Language Learners
 - b. Students with an IEP
 - c. [Numerical open response, whole numbers 0-100, with "percent" showing after]

Your Classroom

This section of the survey addresses your overall teaching practices **this semester** (i.e., the spring 2017 semester).

7. Thinking about your target class this semester, how much of your class time is spent in the following ways? (*Select one for each row*)
- a. Whole class instruction
 - b. Students working in pairs or small groups
 - c. Students working individually
 - d. *Responses: Almost all; About three quarters; About half; About a quarter; Almost none*
8. Thinking about your target class this semester, how often do students do the following activities in pairs or small groups? (*Select one for each row*)
- a. Discuss ideas together
 - b. Help each other understand a topic or concept
 - c. Work on a specific task together, such as a lab or other in-class activity

- d. Create products together that relate to an assignment
 - e. *Responses: Daily; 1-3 times a week; 1-3 times a month; Once or twice; This has not happened this semester*
9. Thinking about your target class this semester, how often do your students perform the following tasks or activities? (*Select one for each row*)
- a. Practice skills they were taught
 - b. Summarize information they had learned or read
 - c. Synthesize information from multiple sources
 - d. Consider and discuss multiple solutions or perspectives
 - e. Analyze information and draw interpretations or conclusions
 - f. Demonstrate original thought, ideas, or analysis
 - g. Develop solutions for open-ended questions
 - f. *Responses: Daily; 1-3 times a week; 1-3 times a month; Once or twice; This has not happened this semester*
10. Thinking about your target class this semester, how often do your students do the following activities? (*Select one for each row*)
- a. Work on activities that I selected or tailored to their specific needs
 - b. Work at their own pace, based on their individual needs and skills
 - c. Select topics or questions to explore for a task or assignment
 - d. Select how they will accomplish an assignment or task, e.g., by choosing ways to gather information or designing the steps for a project or experiment
 - e. Select how they will demonstrate their work and knowledge, e.g., by choosing the type of product they will create
 - f. *Responses: Daily; 1-3 times a week; 1-3 times a month; Once or twice; This has not happened this semester*
11. Thinking about your target class this semester, how often do your students use the following types of educational technology? (*Select one for each row*)
- a. Adaptive learning software programs that customize learning activities, content, and/or pace to the specific needs of the individual student
 - b. Learning programs (software) or technologies (hardware) that provides alternative ways to access content (e.g., read-aloud for students who need support with sight, reading, or the language)
 - c. *Responses: Daily; 1-3 times a week; 1-3 times a month; Once or twice; This has not happened this semester*
12. Thinking about your target class this semester, how often do your students do the following things as part of their lessons or school assignments? (*Select one for each row*)
- a. Engage in work that has a real-world context (e.g., write reflections on a video about another culture; do math related to doubling a recipe; etc.)

- b. Engage physically with the real-world (e.g., go to the local stream to collect data; interview community members, etc.)
 - c. Engage virtually with the real-world where the student is directing the interaction (e.g., virtual field trips)
 - d. Work on a task that someone might do in the real world (e.g., write letters to legislators, participate in a mock trial, design a playground, etc.)
 - e. Responses: Daily; 1-3 times a week; 1-3 times a month; Once or twice; This has not happened this semester
13. Thinking about your target class this semester, how often do you ask students to create products with the following requirements or characteristics? *(Select one for each row)*
- a. Communicates information or a point-of-view, such as a report, presentation, video, podcast, website
 - b. Clearly states a main thesis or argument
 - c. Substantiates the facts or arguments with evidence, explanations, or examples
 - d. Is designed for an authentic audience, typically outside of the classroom, that has a genuine interest in the product
 - e. Follows certain principles of design from relevant fields (e.g., graphic design, fine arts, scientific writing, journalism)
 - f. Responses: *Daily; 1-3 times a week; 1-3 times a month; Once or twice; This has not happened this semester*
14. Thinking about your target class this semester, overall, how skilled is the class in each of the following areas? *(Select one for each row)*
- a. Creating coherent, well-organized work products
 - b. Working together productively in small groups
 - c. Solving open-ended problems that do not have a single right answer
 - d. Applying what they know to figure out something new to them
 - e. Planning and monitoring their own work
 - f. Responses: Highly skilled; Skilled; Somewhat skilled; Not at all skilled; Did not observe
15. Thinking about your target class this semester, about how many students regularly did each of the following things? *(Select one for each row)*
- a. Paid attention in class
 - b. Completed class assignments
 - c. Were able to work toward long term goals
 - d. Seemed bored in class
 - e. Did not participate in class
 - f. Were not focused on learning
 - g. Went above and beyond their assignments because they enjoyed learning
 - h. Created products they were proud of
 - i. Appeared to believe they could succeed

- j. Responses: Almost all; About three-quarters; About half; About a quarter; Almost none

Teaching with Technology

This section asks about your use of technology in the classroom. As a reminder, when we say technology, we are thinking broadly about various types of **hardware** (e.g., computers, tablets, smartphones), **software** (e.g., content apps, productivity and communications software), and **accessories** (e.g., projectors, digital cameras, smartboards).

16. Thinking about your target class this semester, how often do your students use technology for learning?
- a. Daily
 - b. 1 to 3 times a week
 - c. 1 to 3 times a month
 - d. Once or twice
 - e. This has not happened this semester
17. Thinking about a typical week for your target class this semester, please answer the following questions. (*Select one for each row*)
- a. On average, what portion of class time are ALL STUDENTS using technology for learning?
 - b. On average, what portion of class time are SOME STUDENTS using technology for learning, while others are not using technology?
 - c. On average, what portion of class time are YOU using technology for instruction?
 - d. Responses: Almost all; About three-quarters; About half; About a quarter; Almost none
18. Thinking about your target class this semester, how often do YOU use technology to do the following tasks and activities? (*Select one for each row*)
- a. Search for information on a topic I am teaching
 - b. Find and download instructional resources or applications
 - c. Develop content or presentations for students (e.g., iTunes U courses, digital libraries)
 - d. Take attendance and other administrative activities
 - e. Present information to students
 - f. Conduct classroom demonstrations or simulations
 - g. Monitor students' thinking and understanding during class time
 - h. Adapt activities to the needs of individual students
 - i. Responses: Daily; 1-3 times a week; 1-3 times a month; Once or twice; This has not happened this semester

19. Thinking about your target class this semester, how often do YOUR STUDENTS use the following kinds of software and tools? (*Select one for each row*)
- a. Productivity tools (e.g., Web browsers, word processing and presentation programs, spreadsheets, calculators)
 - b. Content delivery tools (e.g., courseware, iTunes U courses, apps with focused subject-specific content, videos, practice materials)
 - c. Learning games (e.g., games that students play to practice or extend their learning)
 - d. Data collection tools (e.g., built-in sensors, GPS trackers, survey programs)
 - e. Subject-matter exploration tools (e.g., simulations and animated models)
 - f. Tools that facilitate interactive lessons (e.g., Nearpod, Socrative, etc.)
 - g. Assessment tools (e.g., quizzes, tests, quick polls)
 - h. Communication and collaboration tools (e.g., FaceTime, email, social media, platforms that allow joint editing or online discussion)
 - i. Learning management systems (e.g., EdModo, Haiku)
 - j. Voice recording or recognition tools
 - k. Content creation tools (e.g., Garage Band, design and multimedia tools, blogs, wikis, iMovie)
 - l. Other (describe):
 - m. *Responses: Daily; 1-3 times a week; 1-3 times a month; Once or twice; This has not happened this semester*
20. Thinking about your target class this semester, please indicate how often students in your classroom use technology in each of the following ways: (*Select one for each row*)
- a. Students use technology to make existing tasks and learning activities more efficient. For example, students complete a worksheet as they would on paper, only on the computer.
 - a. [If occurred]: Please briefly share an example of what students were doing.
 - b. Students use technology to improve upon existing tasks and learning activities. For example, students read a book online and can click on specific words to view a definition.
 - a. [If occurred]: Please briefly share an example of what students were doing.
 - c. Students use technology to do tasks or learning activities in substantially new ways. For example, students contribute to a classroom blog where they can comment and respond to each other's writing.
 - a. [If occurred]: Please briefly share an example of what students were doing.
 - d. Students use technology to do tasks or learning activities that would not be feasible without the technology. For example, students create a movie to teach younger students how to divide fractions.
 - a. [If occurred]: Please briefly share an example of what students were doing.

- e. *Responses: Daily; 1-3 times a week; 1-3 times a month; Once or twice; This has not happened this semester*

21. To what extent have the following factors been an obstacle to the use of technology in your target class this semester? *(Select one for each row)*

Technical and Device Issues

- a. Problems with malfunctioning or broken devices or apps
- b. Internet is too unreliable and/or too slow
- c. Lack of reliable technical support
- d. Concern about technology device theft
- e. Concern about student safety relating to possessing technology (e.g., bullying)
- f. Concern about damage to computing devices

Technology Integration

- g. Lack of leadership support or emphasis for technology integration
- h. Lack of effective professional development
- i. Lack of support from parents, guardians, and the broader community
- j. Doesn't help me meet the goals for which I am held accountable (e.g., student performance on standardized tests)
- k. Difficulty finding and selecting appropriate digital content
- l. Lack of confidence in my ability to use technology for instruction
- m. Challenges with the workflow of a 1:1 classroom (e.g., time required for students to get devices out, log in, get started working, etc.)
- n. Challenge of using technology given the wide range of students' academic abilities
- o. Students' lack of technology access and/or use beyond the school
- p. Students lack the basic technology skills necessary to make educational uses of technology effective for learning
- q. Problems with student behavior when using technology

Time

- r. Lack of preparation and practice time
- s. Lack of instructional time to cover everything in the curriculum and integrate technology
- t. *Responses: Not an obstacle; Minor obstacle; Major obstacle*