



1:1 Administrator Survey

1. School:

- School A
- School B
- School C
- School D

2. My role is...

- Principal
- Assistant Principal
- Technology Facilitator
- College/Guidance Counselor
- Media Coordinator/Assistant
- Other (please specify):

3. I have been in my current role for years. (Please enter the closest whole number, e.g. 8 or 23.)

4. Highest Level of Education Completed Relevant to Education: (Please check one)

- Bachelor's Degree
- Bachelor's Degree plus credits
- Certificate of Advanced Study
- Master's Degree
- Master's Degree plus credits
- Doctorate
- I am a lateral entry teacher

5. What kind of computer do you have in your office? (Check all that apply)

- Desktop
- Laptop

6. How would you rate your overall skill level in the use of a computer? (Please check one)

- Novice: I can turn the computer on, but I don't really know how to use many programs.
- Beginner: I am able to use some basic functions such as word processing and the Internet.
- Intermediate: I am able to use many of the programs, but I don't have a lot of experience with them.
- Advanced: I am able to use many of the programs and have had a great deal of experience with them.
- Expert: I am able to teach others how to use some programs and I am able to fix minor problems with my computer when they happen.

7. Do you have a computer at home?

Yes

No

8. Have you used a computer for the following work-related purposes at home this past year?

	Yes	No
Locating Resources on the Internet	(Y)	(N)
Instant Messaging (Students, Parents, Colleagues, Experts)	(Y)	(N)
Emailing (Students, Parents, Colleagues, Experts)	(Y)	(N)
Participating in Online Professional Development/Courses	(Y)	(N)
Facilitating Online Instruction	(Y)	(N)
Completing administrative tasks	(Y)	(N)

9. Are you able to connect to the Internet from home?

Yes

No

10. Are you able to connect to the school server from home?

Yes

No

11. What kind of service do you primarily use at home to connect to the Internet?

Dial-up

Cable/DSL

Mobile Broadband

Not Sure

TECHNOLOGY INFRASTRUCTURE AT SCHOOL

12. Please indicate your degree of agreement with the following statements:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The technology infrastructure at my school is adequate to support my computer use.	(SD)	(D)	(N)	(A)	(SA)
Software available on my computer is adequate to meet my educational needs.	(SD)	(D)	(N)	(A)	(SA)
The response time of technical support staff at my school to my technology questions or problems is timely.	(SD)	(D)	(N)	(A)	(SA)
My school/district provided the necessary support to enable me to feel prepared to use a computer for my professional development needs.	(SD)	(D)	(N)	(A)	(SA)

13. Have your students been instructed on what will happen if they misuse their laptops?

Yes

No

14. Have you had to take away a student's laptop for more than a class period because of misuse?

Yes

No

15. Why was the laptop taken away?

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16. For how many days was it taken away?

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17. Please indicate your level of agreement with the following statements. (NOTE: If you are the principal, please respond to the statements as you would evaluate yourself.)

Regarding the 1:1 laptop Initiative, my principal...

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Uses clearly defined criteria for assessing 1:1 laptop integration.	(SD)	(D)	(N)	(A)	(SA)
Takes steps to ensure the sustainability of the 1:1 Initiative.	(SD)	(D)	(N)	(A)	(SA)
Secures funding for the 1:1 Initiative.	(SD)	(D)	(N)	(A)	(SA)
Effectively communicates via technology.	(SD)	(D)	(N)	(A)	(SA)
Advocates for policies that support our 1:1 Initiative at the district level.	(SD)	(D)	(N)	(A)	(SA)
Uses multiple sources of data for evaluating the impact of technology on student outcomes.	(SD)	(D)	(N)	(A)	(SA)
Promotes the legal and ethical use of information and technology (e.g., respect for copyright, intellectual property).	(SD)	(D)	(N)	(A)	(SA)
Evaluates the effectiveness of technical support provided to the school.	(SD)	(D)	(N)	(A)	(SA)

Ensures an appropriate infrastructure is maintained (e.g. wireless connection, IT support, server space, extra laptops, power strips) in the school.	(SD)	(D)	(N)	(A)	(SA)
Involves teachers and students in evaluating 1:1 integration.	(SD)	(D)	(N)	(A)	(SA)
Communicates how teacher performance will be assessed.	(SD)	(D)	(N)	(A)	(SA)
Leverages strategic partnerships to support the 1:1 Initiative.	(SD)	(D)	(N)	(A)	(SA)
Makes sure teachers have access to technology tools that facilitate their work (e.g., smartboards, classroom management software).	(SD)	(D)	(N)	(A)	(SA)
Asks teachers to submit documents (e.g., lesson plans, requests) electronically rather than on paper.	(SD)	(D)	(N)	(A)	(SA)
Ensures technical support is available.	(SD)	(D)	(N)	(A)	(SA)
Designs policies for the appropriate use of technology.	(SD)	(D)	(N)	(A)	(SA)

18. Please indicate your level of agreement with the following statements. (NOTE: If you are the principal, please respond to the statements as you would evaluate yourself.)

Regarding the 1:1 laptop Initiative, my principal...

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Has articulated a vision for the school's laptop initiative.	(SD)	(D)	(N)	(A)	(SA)
Ensures there is funding for professional development.	(SD)	(D)	(N)	(A)	(SA)
Believes in the laptop initiative.	(SD)	(D)	(N)	(A)	(SA)
Supports professional development by providing resources such as substitutes, release time, etc.	(SD)	(D)	(N)	(A)	(SA)
Participates in administrative professional development.	(SD)	(D)	(N)	(A)	(SA)
Communicates how the laptop initiative supports the larger strategic plan for the school.	(SD)	(D)	(N)	(A)	(SA)

Has established clear objectives and goals for our school to meet on the 1:1 initiative.	(SD)	(D)	(N)	(A)	(SA)
Understands the professional development needs of teachers.	(SD)	(D)	(N)	(A)	(SA)
Provides time for us to solve problems as a team.	(SD)	(D)	(N)	(A)	(SA)
Understands that incorporating technology into the curriculum may take more time for some people.	(SD)	(D)	(N)	(A)	(SA)
Includes teachers in decisions about measuring student and teacher success in technology integration.	(SD)	(D)	(N)	(A)	(SA)
Provides time for collaborative planning for technology integration.	(SD)	(D)	(N)	(A)	(SA)
Encourages teachers to incorporate innovative technology into their instructional strategies.	(SD)	(D)	(N)	(A)	(SA)
Sets ambitious, yet realistic goals for integrating technology (i.e., not too high, and not too low).	(SD)	(D)	(N)	(A)	(SA)
Requests feedback from teachers about the 1:1 Initiative.	(SD)	(D)	(N)	(A)	(SA)
Makes sure that opportunities for professional development are available.	(SD)	(D)	(N)	(A)	(SA)
Includes teachers in decisions about school policies on student use of technology.	(SD)	(D)	(N)	(A)	(SA)
Collaborates with teachers in resolving technology problems.	(SD)	(D)	(N)	(A)	(SA)
Evaluates the effectiveness of professional development.	(SD)	(D)	(N)	(A)	(SA)
Makes me feel comfortable in expressing my concerns or opinions about the laptop initiative.	(SD)	(D)	(N)	(A)	(SA)
Trusts teachers to make sound decisions about technology integration in instruction.	(SD)	(D)	(N)	(A)	(SA)

TEACHING AND TECHNOLOGY

19. Please indicate your degree of agreement with the following statements:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Teaching benefits from laptop use.	(SD)	(D)	(N)	(A)	(SA)
Teachers are better able to individualize curriculum to fit student needs as a result of having the laptops.	(SD)	(D)	(N)	(A)	(SA)
Having a laptop has helped teachers to access more up-to-date information for students.	(SD)	(D)	(N)	(A)	(SA)
When teachers are using the laptops in class there is less classroom management that needs to take place.	(SD)	(D)	(N)	(A)	(SA)
Using the laptops has increased teachers' work load.	(SD)	(D)	(N)	(A)	(SA)
Teachers are better able to access diverse teaching materials and resources for students when using the laptop.	(SD)	(D)	(N)	(A)	(SA)
Having laptops in the classroom has increased teachers' expectations for students' work.	(SD)	(D)	(N)	(A)	(SA)
The presence of the laptops in classrooms is disruptive to teaching.	(SD)	(D)	(N)	(A)	(SA)
Teachers are able to cover more material in class when they use the laptops.	(SD)	(D)	(N)	(A)	(SA)
Teachers would like to have access to more "just in time" technical support for laptops in their classrooms.	(SD)	(D)	(N)	(A)	(SA)
Use of the laptops helps teachers to create instructional materials which better meet the NC Standard Course of Study.	(SD)	(D)	(N)	(A)	(SA)
Having a laptop has reduced the amount of paper-based supplies that is needed in the classroom (ex. newspapers, textbooks, etc.).	(SD)	(D)	(N)	(A)	(SA)

Given laptop problems, it is necessary for teachers to create backup lesson plans.	(SD)	(D)	(N)	(A)	(SA)
Teachers are able to explore topics in greater depth with students when they use the laptops.	(SD)	(D)	(N)	(A)	(SA)
It is difficult for teachers to monitor appropriate Internet use in the classroom.	(SD)	(D)	(N)	(A)	(SA)

LEARNING AND LAPTOPS

20. Please indicate your degree of agreement with the following statements:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Students are better able to meet learning objectives using the laptops.	(SD)	(D)	(N)	(A)	(SA)
Students are more actively involved in their own learning when teachers use the laptops.	(SD)	(D)	(N)	(A)	(SA)
Use of the laptops facilitates more open communication between students and teachers.	(SD)	(D)	(N)	(A)	(SA)
Students are more productive when they are using their laptops.	(SD)	(D)	(N)	(A)	(SA)
Laptops allow students to get their work done more efficiently.	(SD)	(D)	(N)	(A)	(SA)
The quality of students' work increases when they use the laptops.	(SD)	(D)	(N)	(A)	(SA)
Students are better able to understand content when they use the laptops.	(SD)	(D)	(N)	(A)	(SA)
Students' keyboarding skills interfere with use of the laptop.	(SD)	(D)	(N)	(A)	(SA)
Students are more organized when they use their laptops.	(SD)	(D)	(N)	(A)	(SA)
Students' limited computer skills have prevented teachers from fully implementing the laptops.	(SD)	(D)	(N)	(A)	(SA)
Students are more engaged when teachers are using the laptops.	(SD)	(D)	(N)	(A)	(SA)

21. On average, how often did you do the following using a computer this past school year:

	Daily	Weekly	Monthly	Once per Month	Never	Don't know
Manage student information.	(5)	(4)	(3)	(2)	(1)	(IDK)
Communicate with other educators inside and outside the school.	(5)	(4)	(3)	(2)	(1)	(IDK)
Communicate with parents and students/ use email and/or other forms of electronic communication to facilitate communication with parents and guardians.	(5)	(4)	(3)	(2)	(1)	(IDK)
Collect formative assessment data.	(5)	(4)	(3)	(2)	(1)	(IDK)

22. Please indicate your comfort level with the following skills using a computer:

	I have never done this.	I can do this with some help.	I can do this by myself.	I can show someone how to do this.	I do not know if I have done this.
Format a text document (e.g., set tabs/margins, insert page breaks/tables).	(4)	(3)	(2)	(1)	(IDK)
Create a multimedia presentation (e.g., PowerPoint).	(4)	(3)	(2)	(1)	(IDK)
Create graphs and charts.	(4)	(3)	(2)	(1)	(IDK)
Create and update a spreadsheet (e.g., Excel).	(4)	(3)	(2)	(1)	(IDK)
Create and update a database (e.g. Access).	(4)	(3)	(2)	(1)	(IDK)
Import and edit still digital images.	(4)	(3)	(2)	(1)	(IDK)
Import and edit digital video.	(4)	(3)	(2)	(1)	(IDK)
Import and edit audio (e.g., voice, music).	(4)	(3)	(2)	(1)	(IDK)
Create and update a blog.	(4)	(3)	(2)	(1)	(IDK)
Subscribe to and download a podcast and/or RSS feed.	(4)	(3)	(2)	(1)	(IDK)
Create and post a podcast.	(4)	(3)	(2)	(1)	(IDK)
Contribute to a collaborative Wiki.	(4)	(3)	(2)	(1)	(IDK)
Create and update a Web page.	(4)	(3)	(2)	(1)	(IDK)
Write a computer program.	(4)	(3)	(2)	(1)	(IDK)
Participate in professional online networking.	(4)	(3)	(2)	(1)	(IDK)

23. How many students have come to you with concerns about cyberbullying, e.g., received mean or threatening instant messages/emails, hurtful comments/statements online? (Please approximate a whole number. If no students have come to you with this concern, please type in "0.")

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TEACHING PHILOSOPHY

Different teachers have described very different teaching philosophies to researchers.

For each of the following pairs of statements, check the button that best shows how closely your own beliefs are to each of the statements in a given pair. The closer your beliefs to a particular statement, the closer the button you check.

24. Please check the button that best shows how closely your own beliefs are to the following statement.

I mainly see my role as a facilitator. I try to provide opportunities and resources for my students to discover or construct concepts for themselves.					That's all nice, but students really won't learn the subject unless you go over the material in a structured way. It's my job to explain, to show students how to do the work, and to assign specific practice.
()	()	()	()	()	()

25. Please check the button that best shows how closely your own beliefs are to the following statement.

The most important part of instruction is that it encourages sense-making or thinking among students. Content is secondary.					The most important part of instruction is the content of the curriculum. That content is the community's judgment about what children need to be able to know and do.
()	()	()	()	()	()

26. Please check the button that best shows how closely your own beliefs are to the following statement.

<p>It is better for students to master a few complex ideas and skills well, and to learn what deep understanding is all about, even if the breadth of their knowledge is limited until they are older.</p>				<p>It is useful for students to become familiar with many different ideas and skills even if their understanding, for now, is limited. Later, in college, perhaps, they will learn these things in more detail.</p>
<p align="center">()</p>	<p align="center">()</p>	<p align="center">()</p>	<p align="center">()</p>	<p align="center">()</p>

27. Please check the button that best shows how closely your own beliefs are to the following statements.

<p>It is critical for students to become interested in doing academic work - interest and effort are more important than the particular subject-matter they are working on.</p>				<p>While student motivation is certainly useful, it should not drive what students study. It is more important that students learn the history, science, math and language skills in their textbooks.</p>
<p align="center">()</p>	<p align="center">()</p>	<p align="center">()</p>	<p align="center">()</p>	<p align="center">()</p>

28. Please check the button that best shows how closely your own beliefs are to the following statement.

<p>It is a good idea to have all sorts of activities going on in the classroom. Some students might produce a scene from a play they read. Others might create a miniature version of the set. It's hard to get the logistics right, but the successes are so much more important than the failures.</p>				<p>It's more practical to give the whole class the same assignment, one that has clear directions, and one that can be done in short intervals that match students' attention spans and the daily class schedule.</p>
<p align="center">()</p>	<p align="center">()</p>	<p align="center">()</p>	<p align="center">()</p>	<p align="center">()</p>

29. Please list the 3-4 software tools you use most frequently with your computer for your professional needs (one per box):

- 1. _____
- 2. _____
- 3. _____
- 3. _____

30. Please list 3-4 new technologies you think are needed at your school (one per box):

- 1. _____
- 2. _____
- 3. _____
- 4. _____

31. Please describe 2-3 major barriers/challenges teachers face in using their laptop for planning and instruction.

- 1. _____
- 2. _____
- 3. _____

32. What additional support could your school provide to facilitate teachers' use of laptops for planning and instruction?

33. Please use the space below to provide any further comments you wish to share.

34. During the current school year, have you taught an online course through any of the following providers?

	Yes	No
North Carolina Virtual Public School (NCVPS)	(Y)	(N)
North Carolina Learn and Earn Online	(Y)	(N)
Quest Academy	(Y)	(N)
Other (please specify):	(Y)	(N)

35. What is your gender?

- Male
- Females

36. I identify myself as: (Please check one)

- American Indian/Alaska Native
- Asian
- Black/African American
- Native Hawaiian/Other Pacific Islander
- White/Caucasian
- Hispanic/Latino
- Multiracial

Thank you for your participation in this study!

====End=====

If you have any questions or need further information about this instrument, please contact Dr. Jeni Corn (jocorn@ncsu.edu).

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