

# Level of Technology Implementation Questionnaire



Version 4.0

## Building Administrator

# LoTi Questionnaire

The following information has been requested as part of an ongoing effort to increase the Level of Technology Implementation in schools nationwide. Individual information will remain anonymous, while the aggregate information will provide various comparisons for your school, school district, regional service agency, and/or state within the LoTi Technology Use Profile. Please fill out as much of the information as possible.

The LoTi Questionnaire (LoTiQ) takes about 20-25 minutes to complete. The purpose of this questionnaire is to determine your Level of Technology Implementation (LoTi) based on your current position (i.e., pre-service teacher, inservice teacher, building administrator, instructional specialist, media specialist, higher education faculty) as well as your perceptions regarding your Personal Computer Use (PCU), and Current Instructional Practices (CIP).

## ***THIS IS NOT A TEST!***

Completing the questionnaire will enable your educational institution to make better choices regarding staff development and future technology purchases. The questionnaire statements were developed from typical responses of educators who ranged from non-user to sophisticated users of computers. Questionnaire statements will represent different uses of computers that you currently experience or support, in varying degrees of intensity, and should be recorded appropriately on the scale. Please respond to the statements in terms of your present uses or support of computers in the classroom. For statements that are Not Applicable to you, please select a "0" response on the scale.

*\* Indicates that this information is required to correctly process your data.*

Name of State\*: \_\_\_\_\_

Name of Intermediate Unit \*: \_\_\_\_\_

Name of School District\*: \_\_\_\_\_

Name of School\*: \_\_\_\_\_

Position: \_\_\_\_\_

Teacher ID#\* (last 4 digits of SSN):

**A. Do students and teachers have computer access at school?\***

Yes

No

*Computer access means that students and teachers can use computers within the school building for instructional purposes: including computers in the classroom, computer labs, computers on carts, general access computers in the library, or something similar.*

# LoTi Questionnaire

Read each response and assign a score based on the following scale:

0                      1                      2                      3                      4                      5                      6                      7  
N/A                      Not true of me now                      Somewhat true of me now                      Very true of me now

**1 Score** \_\_\_\_\_

I actively encourage my staff to assign projects that involve students analyzing information, thinking creatively, making predictions, and/or drawing conclusions using electronic resources such as multi-purpose calculators, hand-held computers, the classroom computer(s), or computer peripherals (e.g., digital video cameras, probes, MIDI devices).

**2 Score** \_\_\_\_\_

I encourage my staff to use their classroom computer(s) primarily to present information to students using presentation software (e.g., PowerPoint) or interactive white boards because it can help students better understand the content they are taught.

**3 Score** \_\_\_\_\_

I encourage my staff to seek out previously-developed curriculum materials (e.g., instructional kits, existing web-based projects) that (1) emphasize complex thinking skill strategies (e.g., problem-solving, investigation, decision-making), (2) promote the use of computers, and (3) provide opportunities for students to direct their own learning.

**4 Score** \_\_\_\_\_

As part of our ongoing teacher appraisal process, I constantly encourage staff to find ways to use computers to support their curriculum.

**5 Score** \_\_\_\_\_

My top priority for this school year is having our staff attend workshops, enroll in courses, and/or participate in district initiatives that focus on differentiated instruction, performance-based assessment, backwards curriculum mapping and/or thinking skill strategies (e.g., creative problem-solving, decision-making, investigation, scientific inquiry) using the available classroom computers.

**6 Score** \_\_\_\_\_

Students should be involved in setting both group and individual academic goals that provide opportunities for them to direct their own learning within the classroom curriculum.

**7 Score** \_\_\_\_\_

I allocate time to co-teach either a mini-unit or lesson with staff members so as to demonstrate the most effective ways of using technology in a student-centered learning environment given our vast technology infrastructure (e.g., small student/computer ratio, high-speed internet access, updated computer software, teleconferencing capability).

**8 Score** \_\_\_\_\_

I am able to model for my staff how to implement project-based learning in their classrooms that emphasizes higher order thinking skills (e.g., analysis, synthesis, evaluation) using the available computers.

**9 Score** \_\_\_\_\_

My overall goal is for my staff to feel comfortable with using computers to manage their classroom (e.g., using electronic gradebooks, answering their email, creating web pages, browsing the Internet).

**10 Score** \_\_\_\_\_

I assist staff directly or indirectly with implementing collaborative projects whereby students use multiple software/hardware applications (e.g., internet browsers, productivity tools, multimedia applications, digital video cameras, MIDI devices) as well as resources beyond the school building (e.g., partnerships with business professionals, other schools) to solve problems of interest to them.

**11 Score** \_\_\_\_\_

I elicit either district technology trainers or our own in-house teachers for software training so that our staff can use appropriate software programs with their students.

**12 Score** \_\_\_\_\_

Technical problems prevent our staff and students from using computers during the instructional day.

**13 Score** \_\_\_\_\_

I use electronic technology routinely to browse the internet, send/receive email, use different productivity tools (e.g., word processor, spreadsheet, database), and/or access my PDA to communicate and collaborate with staff, parents, students, colleagues, and the larger community.

**14 Score** \_\_\_\_\_

My personal professional development involves investigating the newest developments in instructional computing that take full advantage of our school's extensive technology infrastructure (e.g., immediate access to the newest software applications, multimedia and video production stations, teleconferencing equipment).

**15 Score** \_\_\_\_\_

I am proficient with and knowledgeable about using basic software applications (e.g., word processors, spreadsheets, databases, multimedia presentations) and web-based tools.

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N/A                      Not true of me now                      Somewhat true of me now                      Very true of me now

**16 Score** \_\_\_\_\_  
I constantly encourage my staff to locate good software programs, websites, and/or CD's to supplement their curriculum and reinforce specific content.

**17 Score** \_\_\_\_\_  
When evaluating classroom practices, I let each teacher decide how they want to use computers in their instructional setting.

**18 Score** \_\_\_\_\_  
I routinely model different types of technology uses (e.g., accessing the internet, making presentations, graphing data) for my staff at faculty meetings, grade level/department meetings, and individual conferences to demonstrate their instructional potential for the classroom.

**19 Score** \_\_\_\_\_  
The current student-to-computer ratio at our school is not sufficient for my staff to make use of computers for instructional purposes.

**20 Score** \_\_\_\_\_  
I favor the use of alternative assessment methods (e.g., performance-based assessment, peer reviews, self-reflection) that encourage students to "showcase" their content understanding in nontraditional ways.

**21 Score** \_\_\_\_\_  
I, along with my staff, spend time reviewing (1) the newest software and web-based innovations and (2) most current research on teaching and learning so as to continually assess the quality of instructional experiences used with our existing technology infrastructure.

**22 Score** \_\_\_\_\_  
I have been successful in articulating a vision for technology use with my staff that promotes an atmosphere of trust, collegiality, collaboration, and experimentation.

**23 Score** \_\_\_\_\_  
Given the curriculum demands on campus, it is much easier and more practical for students to learn about and use computers and related technologies outside of the classroom (e.g., computer labs).

**24 Score** \_\_\_\_\_  
My vision for effective technology use would be purchasing a computer-based curriculum management system for our staff that would generate specific lesson plans appropriate to each grade level or content area and be aligned to district and state standards.

**25 Score** \_\_\_\_\_  
When assessing teachers' performance during formal observations, I do not evaluate the manner in which technology is used in the classroom.

**26 Score** \_\_\_\_\_  
I am aware of the instructional capability and benefits of most multimedia authoring tools (e.g., HyperStudio, PowerPoint), productivity tools (e.g., Excel, Access), internet resources, and peripherals (e.g., digital video cameras, probes, interactive white boards).

**27 Score** \_\_\_\_\_  
A top priority of mine is seeking assistance from mentor teachers, "qualified" consultants, and related professionals who could assist my staff in their current efforts to implement and manage student-directed learning experiences (e.g., students defining tasks, setting goals, and generating questions) that take advantage of our school's existing technology infrastructure.

**28 Score** \_\_\_\_\_  
As a building administrator, I am convinced that my staff has stretched the limit of instructional computing at our school given the extensive and complete technology infrastructure available on campus (e.g., small student/computer ratio; high-speed internet access; updated hardware and software; web, multimedia, and video production stations).

**29 Score** \_\_\_\_\_  
I continually communicate to my staff the importance of their students becoming effective problem-solvers and self-directed learners through the use of our school's extensive technology infrastructure (e.g., immediate and unlimited access to the internet, updated computer software, latest multimedia and video production stations).

**30 Score** \_\_\_\_\_  
The time that I devote to instructional technology issues involves acquiring the necessary resources (e.g., funding, mentors, consultants, time) for my staff to learn how to design and manage student-centered projects directed at (1) state content standards and (2) the use of the available computers in the classrooms.

**31 Score** \_\_\_\_\_  
I continually seek release time for my staff so that they can work together on classroom management issues associated with using the classroom computer(s) to implement authentic and challenging performance-based assessments for their students.

**32 Score** \_\_\_\_\_  
Students' questions and previous experiences should heavily influence what content is taught in the classroom as well as how learning activities are designed for students.

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N/A                      Not true of me now                      Somewhat true of me now                      Very true of me now

**33 Score \_\_\_\_\_**  
I continually encourage my staff to take into consideration their students' background, prior experiences, and desire to solve authentic and relevant problems when planning a variety of instructional activities that use the available computer(s).

**34 Score \_\_\_\_\_**  
I am competent to model for my staff student-centered instructional activities that take advantage of our existing computers to engage students in their own learning (e.g., students generate questions, define tasks, set goals, self-assess learning).

**35 Score \_\_\_\_\_**  
Our school's professional development for technology is intertwined with a variety of teacher collaborative activities that target technology resources used in conjunction with the most current research on teaching and learning.

**36 Score \_\_\_\_\_**  
I continually communicate to my staff the importance of students applying what they have learned in the classroom to a real world situation (e.g., student-generated recycling program, student-generated business, student generated play/musical) when using the classroom computer(s).

**37 Score \_\_\_\_\_**  
My staff currently needs more training on using technology with relevant and challenging learning experiences rather than how to use specific software applications to support current lesson plans.

**38 Score \_\_\_\_\_**  
At our school, I want students to learn how to create their own web page or multimedia stack that either documents or reinforces what they have been learning in class.

**39 Score \_\_\_\_\_**  
I am continually filtering through conference agendas, research briefs, and online resources for professional development ideas that address my staff's need for bigger, more engaging experiences for their students that take advantage of both their "technology" expertise and the available computers in their classrooms.

**40 Score \_\_\_\_\_**  
When conducting classroom observations, I deliberately look for evidence of higher levels of student cognitive processing (e.g., analysis, synthesis, evaluation) using the available classroom computers.

**41 Score \_\_\_\_\_**  
Students' use of information and inquiry skills to solve problems of personal relevance to them should guide the types of instructional materials used in and out of the classroom.

**42 Score \_\_\_\_\_**  
The curriculum demands in our building such as implementing standards and increasing student test scores have diverted attention away from teachers and students using our available computers and related technologies.

**43 Score \_\_\_\_\_**  
I have the background experience to evaluate any classroom lesson or student project to determine how appropriate the computers are being used based on the content standards being addressed and the level of cognitive processing being targeted.

**44 Score \_\_\_\_\_**  
I am willing to forego the acquisition of more computers on campus if I could direct the funding for more professional development that targets how to implement and manage relevant and engaging learning experiences for our students using the existing classroom computers.

**45 Score \_\_\_\_\_**  
My immediate staff priority is for our teachers to learn how students can use the available classroom computer(s) to achieve specific outcomes aligned to district or state standards.

**46 Score \_\_\_\_\_**  
As a building administrator, I am able to identify software applications, peripherals, and web-based resources as well as professional development workshops that support and expand student's critical and creative thinking and authentic problem-solving skills.

**47 Score \_\_\_\_\_**  
I encourage my staff to empower students to discover innovative ways to use our school's extensive technology infrastructure to make a difference in their lives, in their school, or in their community.

**48 Score \_\_\_\_\_**  
Our district does not provide adequate training for my staff to use the computers in their classrooms.

**49 Score \_\_\_\_\_**  
I frequently explore new types of software applications, web-based tools, and peripherals as they become available to determine their instructional potential for students.

**50 Score \_\_\_\_\_**  
Having students consistently apply what they have learned in the classroom to the world they live in is a cornerstone to my educational philosophy about instruction and assessment.