



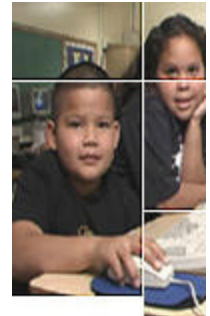
## Faculty Technology Survey

Program

- Early Childhood Education
- Elementary Education
- Secondary Education
- Physical Education
- Art Education
- Music Education
- Arts and Sciences
- Other

Rate your overall skill with using technology in support of your professional practice?

- Non-user
- Novice
- Intermediate
- Advanced
- Expert. I often serve as a resource to others



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**Faculty Technology Survey (continued)** 

For each course you teach, enter a course name or description in the first column, rate the level of YOUR technology use in the second column, and the level of technology use you expect of STUDENTS in the third column.

Course	I use technology as a teaching tool in this course	I assign students to produce work or participate in projects that require the use of technology
<input type="text"/>	<input type="radio"/> Never <input type="radio"/> Occasionally <input type="radio"/> Often	<input type="radio"/> Never <input type="radio"/> Occasionally <input type="radio"/> Often
<input type="text"/>	<input type="radio"/> Never <input type="radio"/> Occasionally <input type="radio"/> Often	<input type="radio"/> Never <input type="radio"/> Occasionally <input type="radio"/> Often
<input type="text"/>	<input type="radio"/> Never <input type="radio"/> Occasionally <input type="radio"/> Often	<input type="radio"/> Never <input type="radio"/> Occasionally <input type="radio"/> Often
<input type="text"/>	<input type="radio"/> Never <input type="radio"/> Occasionally <input type="radio"/> Often	<input type="radio"/> Never <input type="radio"/> Occasionally <input type="radio"/> Often
<input type="text"/>	<input type="radio"/> Never <input type="radio"/> Occasionally <input type="radio"/> Often	<input type="radio"/> Never <input type="radio"/> Occasionally <input type="radio"/> Often

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**Faculty Technology Survey (continued)** 

**Please indicate your level of agreement with the following statements about your use of technology.**

- |  | Strongly Disagree     | Disagree              | Agree                 |
|--|-----------------------|-----------------------|-----------------------|
| When designing my own lessons, I regularly include education technologies where appropriate.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| When selecting education technologies, I refer to, and base my selections on, current research on their effectiveness.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am comfortable planning for class sessions that involve student use of technology during instruction.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I can identify strategies for assessing student learning when technology is used as a support or delivery system.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I regularly use technology to enhance learning in my classroom.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have strategies for using technology to individualize instruction and meet the needs of diverse learners.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am comfortable teaching with technology and have adequate classroom management strategies for technology-supported learning.                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I use technology to assess and analyze student progress. e.g using spreadsheets, gradebooks, or handheld computers/PDA's to record and manage assessment data. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have effective strategies for assessing students' technology-supported work. (Rubrics, Tests, etc.)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Please indicate your level of agreement with the following statements about your use of technology.**

- |  | Strongly Disagree     | Disagree              | Agree                 |
|--|-----------------------|-----------------------|-----------------------|
| I use technology to support my own professional growth, e.g. through activities such as online learning, research, collaborative projects, accessing online articles and professional publications, etc. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I regularly use technology to communicate and collaborate with peers (e.g. email, threaded discussion boards, listserv, chat)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I regularly use technology to increase my own professional productivity (word processing, spreadsheets, end note, PowerPoint, etc.)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have developed my own electronic portfolio   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have a personal technology plan that guides my own technology-related professional development.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have personal strategies for staying current with technologies related to  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

my field, e.g. attending conference presentations on technologies during professional conferences, consulting online and other publications about technology developments in your field, attending workshops, consulting with peers, etc.



As appropriate, I address social, ethical and legal implications of technology use with my students.



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**Faculty Technology Survey (continued)** 

On a scale from 1 to 5, where 1 = never or almost never, and 5 = consistently or whenever appropriate, please rate the following:

	I provide students with explicit instruction or learning opportunities in this area	I require students to include this in lessons, units and field experiences	I specifically address this student evaluation criterion
Strategies for designing technology supported learning experiences in my field.	1 2 3 4 5 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	1 2 3 4 5 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	1 2 3 <input type="radio"/> <input type="radio"/> <input type="radio"/>
Strategies for implementing technology supported learning	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Research related to the effective use of technology in my field.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Classroom management strategies for technology supported learning.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Strategies for assessing student learning in technology-rich environments.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Strategies for using technology to individualize instruction, including meeting the needs of special populations	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>

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**Faculty Technology Survey (continued)** 

On a scale from 1 to 5, where 1 = never or almost never, and 5 = consistently or whenever appropriate, please rate the following:

	I provide students with explicit instruction or learning opportunities in this area	I require students to include this in lessons, units and field experiences	I specifically address this student evaluation criterion
Using technology to make classroom assessment more efficient and effective	1 2 3 4 5 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	1 2 3 4 5 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	1 2 3 <input type="radio"/> <input type="radio"/> <input type="radio"/>
Strategies and instruments for assessing technology-enabled student work.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Using technology to analyze and report assessment data	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Strategies and opportunities for ongoing professional development using technology	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Strategies and opportunities for communication and collaboration with peers and experts through technology	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
As appropriate to your field, strategies and opportunities for exploring social, legal and ethical issues related to technology use.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>

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**Faculty Technology Survey (continued)** 

For each technology, select the response that best describes a) your comfort level with personal professional use, b) the relevance of that technology to your field, c) how often your assignments require students to use that technology, and d) whether you explicitly teach students to use it. You may skip c) and d) for areas with low relevance to your field.

	a) My comfort level with this technology			b) Relevance to my field or work			c) My assignments require or assume the use of this technology			d) I explicitly teach students to use this technology
	Low	Medium	High	Low	Medium	High	Never	Occasionally	Often	Yes
Word processing (Word, Claris Works)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spreadsheets (Excel)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Databases (Access, FileMaker)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Internet communication tools (listservs, "chat," discussion boards, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentation software (PowerPoint, Astound)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Faculty Technology Survey (continued)** 

For each technology, select the response that best describes a) your comfort level with personal professional use, b) the relevance of that technology to your field, c) how often your assignments require students to use that technology, and d) whether you explicitly teach students to use it. You may skip c) and d) for areas with low relevance to your field.

	a) My comfort level with this technology			b) Relevance to my field or work			c) My assignments require or assume the use of this technology			d) I explicitly teach students to use this technology
	Low	Medium	High	Low	Medium	High	Never	Occasionally	Often	Yes
Other multimedia authoring software (Authorware, Hyperstudio, Macromedia Director)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Web publishing (e.g. DreamWeaver, PageMill, Navigator, WebCT or similar)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library search services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graphics software (Photoshop, Illustrator)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video editing software (iMovie, Adobe Premiere)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Faculty Technology Survey (continued)** 🌟

For each technology, select the response that best describes a) your comfort level with personal professional use, b) the relevance of that technology to your field, c) how often your assignments require students to use that technology, and d) whether you explicitly teach students to use it. You may skip c) and d) for areas with low relevance to your field.

	a) My comfort level with this technology			b) Relevance to my field or work			c) My assignments require or assume the use of this technology			d) I explicitly teach students to use this technology
	Low	Medium	High	Low	Medium	High	Never	Occasionally	Often	Yes
Graphic peripherals (Scanners, digital cameras)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Web browsers - Basic functionality and efficiency (Netscape, Internet Explorer.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Web search techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technologies specific to your field (probeware in the sciences, geographic information systems in the social sciences, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data analysis software (SPSS, SAS, other statistics or analysis software)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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