School Technology Needs Assessment (STNA)

The *school technology needs assessment* is intended to help school-level decision makers—administrators, technology facilitators, media coordinators, or technology committee members—collect data to make decisions relating to educational technology in schools (e.g., purchasing, resource deployment, and professional development activities).

This instrument is designed for completion by teachers or other educators working directly with students and is based on standards and best practices recommended by research described in the *School Technology Needs Assessment Technical Manual*.

As you complete the needs assessment, rest assured that your responses will not be scored or reported individually. Instead, they will be combined with those of other educators in your school, and your school will receive a summary of the combined data. Pilot testing indicates that it should take approximately 20 minutes to complete this needs assessment.

Responses on this version of the STNA are coded for use with the *STNA Scoring Tool* spreadsheet – **STNAanalysis.xls**. The numbers located next to the response checkbox, are otherwise meaningless.

I. Conditions for Technology Use

Selecting Responses – Section I

1. For each item, check the box below the response that best matches how much you agree with the statement - "Strongly Agree," "Agree," "Disagree," or "Strongly Disagree."

2. If you do not have enough information to form an opinion about the topic of an item, select "Do Not Know."

3. If you have enough information to form an opinion but are simply split between "Agree" and "Disagree," select "Neither Agree nor Disagree."

In My School…		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Do Not Know
Vision and Leadership	1) A shared vision for technology has been developed through an effective collaboration among stakeholder groups—teachers, other staff members, students, parents, and members of the community.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	2) The vision for technology use has been effectively communicated to the community.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	3) Administrators model effective uses of technology.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	4) Administrators support changes in school-level systems, policies, and practice related to technology.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	5) Administrators guide the school toward more effective uses of technology.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6

In My School…			Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Do Not Know
Technology Planning, Budgeting, and Evaluation	6)	An effective long-range school technology plan is in place.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	7)	The school technology plan is developed by a leadership team or committee involving a variety of school stakeholders (i.e., media coordinator, technology facilitator, teachers, students, and community members).	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	8)	The school technology plan is monitored and updated adequately.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	9)	The budget for technology resources is adequate in size to support decisions arising from planning and to continuously update and replace technology systems as they become outdated.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	10)	Supplemental sources of funding are actively pursued to support technology (e.g., external grants, collaboration with community or parent groups, support from businesses).	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	11)	Teachers and other staff members support the school technology plan.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	12)	Multiple sources of data are used to evaluate the implementation of technology programs.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	13)	Multiple sources of data are used to evaluate the impact of technology programs on teacher practice and productivity.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	14)	Multiple sources of data are used to evaluate the impact of technology programs on academic achievement and other student outcomes.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
Supportive Environment for Risk Taking	15)	Teachers are encouraged to take risks and be inventive with technology use.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	16)	Teachers who are innovators with technology receive incentives or rewards for their hard work (e.g., funding, perks, waivers, special opportunities).	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	17)	The media center can be flexibly scheduled to provide equitable access to resources and instruction.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	18)	Computer labs can be flexibly scheduled for equitable access to resources and instruction.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	19)	Mobile computers can be flexibly scheduled to provide equitable access to resources and instruction.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6

In My School…		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Do Not Know
Technical Infrastructure and Support	20) An adequate technology base is available (e.g., computers, digital cameras, projection devices, scanners, printers).	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	21) Communication systems within the school are adequate (e.g., e-mail among teachers and staff, network drives to upload lesson plans and grades to the main office).	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	22) Systems to communicate with parents and the community are adequate (e.g., e-mail, teacher, and/or school Web pages).	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	23) Reliability and speed of connections to the external Internet, online databases and resources, etc., are adequate.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	24) Adequate access to technical support is available (e.g., to troubleshoot hardware or software problems, maintain systems).	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	25) Adequate staffing is readily available in library media coordinator and/or media assistant positions.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	26) Adequate staffing is readily available in technology facilitator and/or technology assistant positions.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
Resource Media, Software Tools	27) Adequate access to student productivity software is provided (e.g., graphic organizer, word processing, slide presentation, or drawing applications).	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	28) An adequate cataloguing system is readily available, with which staff members can search and locate teaching materials.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	29) An adequate collection of print, multimedia, and electronic resources is readily available.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	30) Both the curriculum and the needs of learners are considered in making resource media and software selection decisions.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
Community Linkages	31) Community and/or business partnerships are successfully engaged to support and advance the technology program.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	32) Parent and community stakeholders are kept informed of successes and progress with the technology program.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6

II. Professional Development – Opportunities

Selecting Responses – Section II

1. For each item, check the box below the response that best matches how much you agree with the statement - "Strongly Agree," "Agree," "Disagree," or "Strongly Disagree."

2. If you do not have enough information to form an opinion about the topic of an item, select "Do Not Know."

3. If you have enough information to form an opinion but are simply split between "Agree" and "Disagree," select "Neither Agree nor Disagree."

In My School…		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Do Not Know
Skills, Policies, and Structures	1) Teachers and staff members have a strong base of knowledge, skills, and understanding about contemporary technologies.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	2) Technology literacy and leadership are actively considered when seeking and hiring teachers.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	3) Teachers have a say in the selection and evaluation of professional development topics.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	4) Professional development opportunities are provided to observe classrooms where effective technology integration is taking place.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	5) Professional development opportunities are provided to work with small groups of peers on real projects intended for use in classrooms.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	6) Professional development opportunities are provided that require keeping a journal or otherwise reflecting on how professional development will be employed in classrooms.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	7) The impact of professional development is tracked by looking for evidence of improved classroom practice and/or student learning.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	8) Technical and instructional support staff members (e.g., media coordinator, technology facilitator) are given adequate opportunities for professional development.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	9) Professional development activities can be applied to meet licensure and/or renewal requirements.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6

III. Professional Development – Participation

Selecting Responses – Section III

1. For each item, **check the box below "Yes" if you did participate** in the described professional development opportunity in the **past 12 months** or **"No"** if you did not.

2. If you do not remember or do not know if you participated in the described professional development, **"Do Not Know."**

In the Past 12 Months…			Yes	No	Do Not Know
Instructional Strategies	1)	I participated in professional development opportunities, examining **research-based practices** in technology-enhanced classrooms.	☐ 1	☐ 2	☐ 3
	2)	I participated in professional development opportunities examining identification, location, and evaluation of **technology resources** (e.g., websites).	☐ 1	☐ 2	☐ 3
	3)	I participated in professional development opportunities examining **student assessment** in technology-enhanced classrooms.	☐ 1	☐ 2	☐ 3
	4)	I participated in professional development opportunities examining **learner-centered teaching strategies** in technology-enhanced classrooms (e.g., project-based or cooperative learning).	☐ 1	☐ 2	☐ 3
	5)	I participated in professional development opportunities examining **online security and safety**.	☐ 1	☐ 2	☐ 3
	6)	I participated in professional development opportunities examining the uses of technology to improve **individual teacher productivity**.	☐ 1	☐ 2	☐ 3
	7)	I participated in professional development opportunities examining ways to involve **parents and the community** in student learning with technology.	☐ 1	☐ 2	☐ 3

IV. Classroom Practices

Selecting Responses – Section IV

1. For each item, check the box below the response that comes closest to indicating how often you do the described activity - "Daily," Weekly," and so on.

2. If you do not have enough information to select a number response for an item, select "Do Not Know."

3. If you are not a classroom teacher, "In my classroom" should be interpreted to mean "in the settings in which I work with students."

In My Classroom…			Daily	Weekly	Monthly	Once per Grading Period	Never	Do Not Know
Instructional Strategies	1)	I consult publications, online journals, or other resources to identify **research-based practices** in teaching with technology.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	2)	I identify, locate, and evaluate **technology resources** (e.g., websites).	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	3)	I apply performance-based **student assessment** to technology-enhanced lessons (e.g., student portfolios, student presentations).	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	4)	I use technology regularly to collect and analyze **student assessment** data.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	5)	My lessons include technology-enhanced, **learner-centered teaching strategies** (e.g., project-based learning).	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	6)	I apply policies and practices to enhance **online security and safety**.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	7)	I use technology to support and increase teacher **productivity**.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	8)	I use technology to increase my access to professional development resources.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	9)	I use technology to support communication and interaction with **parents and the community**.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	10)	I use technology to support **communication and interaction** among staff members.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
Planning	11)	My lesson plans refer to both **content standards and student technology standards**.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	12)	I do **research or action research projects**, or apply the results of my research to improve technology-enhanced classroom practice.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	13)	I use multiple sources of data to **reflect on professional practice** and make decisions about the use of technology.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6

V. Students Activities

Selecting Responses – Section V

1. For each item, check the box below the response that comes closest to indicating how often students do the described activity - "Daily," Weekly," and so on.

2. If you do not have enough information to select a number response for an item, select "Do Not Know."

3. If you are not a classroom teacher, "In my classroom" should be interpreted to mean "in the settings in which I work with students."

In My Classroom…			Daily	Weekly	Monthly	Once per Grading Period	Never	Do Not Know
Tools & Tasks	1)	Students use a range of technologies (i.e., productivity, visualization, research, and communication tools).	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	2)	Students communicate and collaborate with peers, content experts, or others outside the classroom using technology.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	3)	Students use technology to access online resources and information as a part of classroom activities.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	4)	Students use advanced, professional research tools and information (e.g., simulations, databases, satellite imagery).	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	5)	Students work on relevant, technology-enhanced projects that have meaning and approach real-world applications of technology.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	6)	Students use technology to help solve problems.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	7)	Students use technology to support higher-order thinking (i.e., analysis, synthesis, and evaluation of ideas and information).	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	8)	Students use technology to create new ideas and representations.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6

VI. Impact of Technology

Selecting Responses – Section VI

1. For each item, check the box below the response that best matches how much you agree with the statement - "Strongly Agree," "Agree," "Disagree," or "Strongly Disagree."

2. If you do not have enough information to form an opinion about the topic of an item, select "Do Not Know."

3. If you have enough information to form an opinion but are simply split between "Agree" and "Disagree," select "Neither Agree nor Disagree."

4. If you are not a classroom teacher, **"in my classroom"** should be interpreted to mean **"in the settings in which I work with students."**

In My Classroom…			Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Do Not Know
Teaching Practice	1)	Teaching is more student-centered and interactive when technology is integrated into instruction.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	2)	Teaching practices emphasize teacher uses of technology skills to support instruction.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	3)	Teaching practices emphasize student uses of productivity applications (e.g., word processing, spreadsheet).	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	4)	Teaching practices emphasize student uses of technology as a regular part of specific teaching strategies (e.g., project-based or cooperative learning).	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
Student Outcomes	5)	Technology has helped students become more socially aware, confident, and positive about their future.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	6)	Technology has helped students become independent learners and self-starters.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	7)	Technology has helped students work more collaboratively.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	8)	Technology has increased students' engagement in their learning.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	9)	Technology has helped students achieve greater academic success.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6

VII. Professional Profile

Selecting Responses – Section VII

1. For each item, mark the one response that best describes your **current professional role** in the school.

My Professional Role		
Respondent's Position	1) I am a…	❑ ₁ Teacher (including Specialists, such as Art or PE) ❑ ₂ Teaching Assistant or other Para-professional ❑ ₃ Technology Coordinator ❑ ₄ Media Coordinator ❑ ₅ School Administrator ❑ ₆ Other
	2) I have been teaching for…	❑ ₁ Less than 1 year ❑ ₂ More than 1 but less than 3 years ❑ ₃ More than 3 but less than 7 years ❑ ₄ More than 7 but less than 15 years ❑ ₅ More than 15 years
	3) I currently teach…	❑ ₁ Pre-kindergarten students ❑ ₂ Kindergarten students ❑ ₃ 1st-grade students ❑ ₄ 2nd-grade students ❑ ₅ 3rd-grade students ❑ ₆ 4th-grade students ❑ ₇ 5th-grade students ❑ ₈ 6th-grade students ❑ ₉ 7th-grade students ❑ ₁₀ 8th-grade students ❑ ₁₁ 9th-grade students ❑ ₁₂ 10th-grade students ❑ ₁₃ 11th-grade students ❑ ₁₄ 12th-grade students ❑ ₁₅ Students in multiple grade levels

Thank you for taking the time to complete the School Technology Needs Assessment. Summary findings will be made available to your school administrators.