



Thursday, April 05, 2007

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ADS 2007 Master Survey -- April 4, 2007

America's Digital Schools 2007

Welcome to *America's Digital Schools 2007*. This survey builds on the work of *America's Digital Schools 2006* by exploring six topics in greater depth. In addition, this survey will provide longitudinal data by repeating some of the questions from the earlier survey. The six survey topics were identified in discussions with school districts, legislators, and business partners. In each case, *ADS 2007* intends to provide a balanced perspective and explore inhibitors as well as success factors.

For *ADS 2007* the six topics are:

- * Implementation Success Factors in 1:1 Computing
- * Learning Management Systems
- * Online Assessment
- * Computing Devices
- * Interactive Whiteboards and Classrooms
- * Internet Bandwidth

Survey instructions:

1. You may take the survey over several sessions. However, you must use the same computer for all sessions.
2. To access a comprehensive glossary of all the special terms used in this survey, open another browser window and go to www.ads2007.org. You may wish to print the glossary out and have it available as you take the survey.

3. To access a full copy of the survey as a print PDF download, open another browser window and go to www.ads2007.org. You may wish to print the PDF as a guide while completing the survey.

4. This study is designed to survey technology coordinators in large (4,000+ enrollment) U.S. public school districts. If you are not in this group but would like to participate, please go to the www.ads2007.org web site and select the appropriate alternative survey. Thank you and we look forward to your input!

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District Information

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In order to receive your complimentary copy of the report (a \$600 value) and to allow us to clarify answers with you, please provide your contact information below. **This information will not be disclosed or shared with anyone unless you specifically allow us to do so.** All your answers will be reported anonymously and will not be identified to anyone.

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*** 1. Please provide your contact information. We will use the district information to link to other district demographics. We will use your e-mail address only to send you the complimentary PDF of the report or to ask for clarification of your answers.**

First Name

Last Name

Title

e-Mail Address

District Name

District City

District State

District ZIP

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IMPLEMENTATION SUCCESS FACTORS IN 1:1 COMPUTING

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America's Digital Schools 2006 was the first large-scale survey to report academic achievement gains attributable to a 1:1 implementation. The goal of *ADS 2007* is to determine the critical success factors in a 1:1 environment.

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*** 2. Are you currently implementing 1:1 in at least one full grade in one school and in at least a pilot environment? For the purposes of this survey, 1:1 implementation is defined as "each student and teacher has one Internet-connected wireless computing device for use both in the classroom and at home."**

Yes

No

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Districts with 1:1 Implementation

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3. How do you measure success in your 1:1 implementation? Please check all that apply.

- Drop-out rate declines
- Teacher feedback
- Parental feedback
- Attendance improvements
- Teacher recruitment improvements
- Discipline referrals decline
- District-led evaluation of multiple factors
- Student feedback
- Teacher retention improvements
- High-stakes test scores
- District benchmark exams
- Other (please specify)

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4. How many students are involved in your 1:1 program implementation?

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5. How many schools in your district are currently implementing a 1:1 program? If you have multiple schools implementing 1:1, there may be wide differences in outcomes. *To reflect differences in implementation and process, please check all answers that apply in the following section so that you cover differing outcomes in different schools in your district.*

One school Two schools Three or
more schools

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6. Based on the results you have, how much academic improvement have you seen that could be attributed to 1:1? *Please check all that apply if you have multiple schools in your 1:1 implementation.*

- Significant
 Moderate
 Not much
 None
 Haven't tracked/Don't know

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7. From what sources were your academic improvement results for 1:1 schools obtained? *Please check all that apply.*

	Schools implementing 1:1
Internal district benchmark exams	<input type="checkbox"/>
Classroom anecdotal data	<input type="checkbox"/>
Usage and performance data from the applications used by teachers and students, including time on task	<input type="checkbox"/>
Test score data (pre and post)	<input type="checkbox"/>
Systems provider or vendor-led evaluations	<input type="checkbox"/>

District-led and implemented evaluation

Outside evaluations by other institutions, such as regional labs and R&D centers

Independent rigorous evaluation by academic institutions

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8. How many years of data are you using to evaluate 1:1 implementations? Please check all that apply if you have multiple schools in your 1:1 implementation.

Less than 1
year

1 year

2 years

3 years or
more

Not tracking

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9. How much are you spending per student annually on your 1:1 implementation? Please include all annualized costs, including hardware, software, professional development, and tech support.

- Under \$250 per year
- \$251 to \$500 per year
- \$501 to \$750 per year
- \$751 to \$1000 per year
- Over \$1001 per year
- Don't know

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Key Success Factors in 1:1 Computing

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In the following questions, different scenarios define an aspect of a 1:1 computing implementation and its relationship to student academic performance. *In each question, please select the option that most closely matches your experience.*

No implementation will match the scenarios exactly, so please choose the best fit based on your judgment.

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10. Project Management Objectives and Outcomes

Scenario: Our 1:1 implementations have specific academic performance objectives and outcomes. All stakeholders buy into these objectives. The outcomes are used to guide project management on a regular basis. A comprehensive independent program evaluation is being conducted. (For this question, only academic improvement performance objectives count.) Please select the single answer that most closely describes your district.

- Describes us accurately. Our project makes strong use of academic performance objectives.
- Medium use of objectives. We have them and some use them, but not all.
- Lower use of objectives and outcomes. They are not institutionalized at all.
- We have them but there is no use or impact on the project.
- No academic objectives were defined for this 1:1 project.

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11. A Robust and Reliable Infrastructure and Solution

Scenario: Every student has a computing device (laptop, student appliance or handheld). Every teacher has a laptop. If a device breaks or becomes unavailable, the mean time to fix is thirty minutes or less. The total infrastructure is up and running 99.99% of the time. Student computers go home every night to homes with Internet connectivity. Enterprise-class software solutions are in place to enable single sign-on, integrated data flow between applications, and full access to a wide range of online resources at home and at school. Please select the single answer that most closely describes your district.

- We have a robust implementation as described. Student computers do go home. (This is mandatory for this answer.) We measure uptime and our solution is highly reliable and functional.
- We have a highly reliable and functional system as described, with the exception that student computers stay at school.
- Our infrastructure, including student devices, is not perfect, but it isn't our biggest problem. Things break but we get them fixed. We don't have every application integrated into our instructional settings, but we have enough applications for our needs.
- Our student computers have been somewhat unreliable, and we've suffered from battery life issues. Networks are slow, and online academic resources are not sufficient to meet our requirements.
- We have had a difficult time in this area. We have suffered a large number of laptop failures. Our network is unreliable. Our tech support funding got cut from the budget. Or we have had similar experiences.

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12. Teachers and Involvement

Scenario: Teachers are heavily involved in the process. Teachers sat on the planning committees. Teachers received their laptops several months before the students did. All teachers are expected to participate in the program, without exception. Product development is being followed through to practice and activities are evidence of that. Sufficient ongoing professional development is in place to ensure success. This includes mentoring PD where a teacher watches an expert teach her class. *Please select the single answer that most closely describes your district.*

- All teachers are involved and contribute substantially to academic success.
- Most teachers are heavily involved, but some are not. Professional development and district policies have been insufficient to bring about heavy involvement.
- About half the teachers are involved in a meaningful way. Limited project focus is given to the teachers.
- Very few teachers, if any, are actually teaching differently because of the technology. Very little consideration has been given to teachers in the planning.
- No teachers have been involved. We created this as a student initiative.

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13. Comprehensive Use of Online Resources

Scenario: Online resources are widely used. Online instructional materials are used about as much as textbooks. A Learning Management System (LMS) or similar software is used to support curriculum software delivery, calendars, and the workflow of assignments to and from students and teachers. All logistics are electronic. Where possible, all assessments are electronic. Online curriculum materials, both basal and supplemental, are an important part of the program. All materials, print and online, are electronically correlated to standards, and these correlations are used by the teachers. *Please select the single answer that most closely describes your district.*

- We use online resources to the maximum extent possible. We use an LMS, commercial online curriculum software, online assessments, and online databases.
- We are heavy users of online resources, but we do not use an LMS or one other major feature as described above.
- We use online resources, but we do not use two or more of the major features mentioned above.
- We use online resources, but we do not use three or more of the major features mentioned above.

We use print materials for the most part. Computer use is limited to standard applications, such as word processing, presentations, and web browsing.

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14. Students and Parents

Scenario: All students have individualized instruction programs to the extent permitted by the curriculum and policies. Advanced students may have the same assignments but are expected to cover them in more depth. Initiative is encouraged. Parents receive training in support of the program. Training includes student performance expectation setting. Please select the single answer that most closely describes your district.

- All or almost all students work with a substantial degree of personalization in instruction. Parental involvement is 90% or better.
- Many or most students have personalized instruction. Parental involvement is 75% or better.
- Some students or classes have personalized instruction. Parental involvement is 50% or better.
- Few students have personalized instruction. Parental involvement is 25% or better.
- No students have personalized instruction. Parental involvement is less than 25%.

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Districts without 1:1 Implementation

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15. Since you are not currently implementing 1:1 in at least one grade of one school, when, if ever, do you plan to do so?

- We plan to do so in the 2007-2008 school year.
- We plan to do so in the 2008-2009 school year.
- We plan to do so in the 2009-2010 school year or later.
- We have no plans to implement 1:1 computing.

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16. Please indicate to what degree the factors below have influenced your decision to not yet implement 1:1 computing.

	Strongly agree	Agree	Agree somewhat	Disagree	Strongly disagree
The right student device doesn't exist.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have other priorities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public opinion is negative.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our district has issues with current digital curriculum products.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1:1 computing has no proven academic value.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We believe that other districts' implementation results are too variable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We don't need a 1:1 program since most students have computers at home.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers are not ready, and there is no practical way to prepare them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost is too high.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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LEARNING MANAGEMENT SYSTEMS [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Edit Logic](#)

The basic premise behind an LMS is that the course navigation and course content are separated. Theoretically this can lead to more uniform navigation between subject and vendors, and more compatibility between newer and older generations of products. A Learning Management System generally serves as a single common platform to manage learning and content delivery across the organization.

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*** 17. Are you using a Learning Management System in your district?**

Yes No

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18. Which Learning Management Systems are you currently using? *Please check all that apply.*

- Angel
- Blackboard
- Compass Learning
- Desire2Learn
- eClassroom
- Learn.com
- Microsoft Class Server
- Moodle
- PLATO Learning
- Riverdeep Learning Village
- Sakai
- SchoolNet
- StudyWiz
- WebCT (Now part of Blackboard)
- Other (please specify)

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19. What is the frequency of LMS usage in your district for each user group listed below?

	Many times a day	About once a day	About once a week	About once a month or less frequently	Never
Administrator usage	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Teacher usage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student usage	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Teacher home access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student home access	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

Parent or family access

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20. What is the breadth of LMS usage in your district for each application listed below?

	Used widely	Used	Used somewhat	Used little	Not used
Electronic supplement to traditional courses	<input checked="" type="radio"/>				
Professional development for administrators and all administrative staff	<input type="radio"/>				
Core curriculum online student courses	<input checked="" type="radio"/>				
Credit recovery	<input type="radio"/>				
Multi-purpose district portal	<input checked="" type="radio"/>				
Professional development for teachers	<input type="radio"/>				
Advanced placement	<input checked="" type="radio"/>				

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21. What is the breadth of LMS usage for each type of student listed below?

	Used widely	Used	Used somewhat	Used little	Not used
Preschool	<input checked="" type="radio"/>				
Early elementary school	<input type="radio"/>				
Upper elementary school	<input checked="" type="radio"/>				
Middle school	<input type="radio"/>				
Senior high school	<input checked="" type="radio"/>				
Home school	<input type="radio"/>				
Alternative education school	<input checked="" type="radio"/>				
Special education	<input type="radio"/>				

English language learners	<input checked="" type="radio"/>				
Gifted and talented	<input type="radio"/>				

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22. Please rate the importance of these teacher-facing LMS features and purposes in your district's program.

	Extremely important	Very important	Somewhat important	Not very important	Not at all important
Track and communicate interim progress and grades to students, parents and others	<input checked="" type="radio"/>				
Provide formative assessment/remediation solution	<input type="radio"/>				
Provide online gradebook	<input checked="" type="radio"/>				
Allow personalized test banks to be created	<input type="radio"/>				
Provide authoring tools for teachers	<input checked="" type="radio"/>				
Offer discussion forum for teachers	<input type="radio"/>				
Provide calendar and progress review	<input checked="" type="radio"/>				
Give faculty experience in online technology	<input type="radio"/>				
Introduce teachers to collaborative uses of technology	<input checked="" type="radio"/>				
Offer a discussion forum for parents	<input type="radio"/>				
Supplement traditional courses with online instruction	<input checked="" type="radio"/>				
Integrate curriculum and assessment under one managed system	<input type="radio"/>				
Provide a "just in time" online tutorial training program	<input checked="" type="radio"/>				
Store and deliver assessments	<input type="radio"/>				
Store and deliver instructional lessons	<input checked="" type="radio"/>				

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23. Please rate the importance of these student-facing LMS features and purposes in your district's program.

	Extremely important	Very important	Somewhat important	Not very important	Not at all important
Provide discussion forum for students	<input checked="" type="radio"/>				
Link easily to content in different places	<input type="radio"/>				
Supplement traditional courses with online instruction	<input checked="" type="radio"/>				
Provide rich, high quality content from a variety of sources	<input type="radio"/>				
Provide file exchange (e.g., students can submit homework assignments)	<input checked="" type="radio"/>				
Deliver online learning courses	<input type="radio"/>				
Supplement online courses with face-to-face components	<input checked="" type="radio"/>				

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24. Please rate the importance of these technical LMS features in your district's program.

	Extremely important	Very important	Somewhat important	Not very important	Not at all important
Support of Web 2.0 features such as RSS, blogging, podcasts, and gadgets	<input checked="" type="radio"/>				
Ability to customize assignments to match student needs	<input type="radio"/>				
VOIP support	<input checked="" type="radio"/>				
Content manager capability built in	<input type="radio"/>				
Integrated standards-based assessment engine with a broad range of assessment items	<input checked="" type="radio"/>				
Accessibility and Section 508 compliance	<input type="radio"/>				

Integrated chat and discussion groups	<input checked="" type="radio"/>				
Integrated streaming video support	<input type="radio"/>				
Works with any SCORM content	<input checked="" type="radio"/>				
Fully integrated with the Student Information System	<input type="radio"/>				
Tagged, searchable content aligned to adopted textbooks	<input checked="" type="radio"/>				
Quality of available content for a particular LMS	<input type="radio"/>				
Tagged, searchable content aligned to state standards	<input checked="" type="radio"/>				
Support of emerging platforms such as cell phones and PDAs	<input type="radio"/>				
Integrated email	<input checked="" type="radio"/>				

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25. Many LMS issues are being debated within school districts. For each of the following statements, please indicate your level of agreement.

	Stongly agree	Agree	Agree somewhat	Disagree	Strongly disagree
A vendor-supported proprietary solution that supports standards (SCORM, IMS, SIF, etc.) is preferred.	<input checked="" type="radio"/>				
An LMS should be able to manage external content such as third-party curriculum software.	<input type="radio"/>				
An open-source solution such as Moodle, Sakai, or ATutor is preferred.	<input checked="" type="radio"/>				
Reliable, high QOS Internet connectivity is a strong factor in LMS success.	<input type="radio"/>				
A hybrid model that allows home schoolers and others to have occasional class time in a traditional setting is valuable.	<input checked="" type="radio"/>				

Home access for parents and students is important.	<input type="radio"/>				
The technical support requirements are too high.	<input checked="" type="radio"/>				
We prefer a locally-hosted LMS versus an ASP model.	<input type="radio"/>				
The current LMS systems are not capable of meeting our requirements.	<input checked="" type="radio"/>				
We will adopt only a single LMS.	<input type="radio"/>				
We already have "infrastructure fatigue" with too many solutions.	<input checked="" type="radio"/>				
We do not yet know LMS technology well enough to adopt in our district.	<input type="radio"/>				
We will support multiple LMS solutions.	<input checked="" type="radio"/>				

26. Assume you are considering purchasing a highly functional LMS that meets all your district requirements. Please answer the following questions with a dollar per student per year amount including annualized costs for hardware, software, professional development, infrastructure, and tech support. *Enter a dollar figure on each line.*

At what price would you consider the product to be inexpensive?

At what price would you consider the product to be expensive?

At what price would you consider the product so inexpensive that you would doubt its quality?

At what price would you consider the product so expensive that you would decide not to buy it?

27. What advice do you have for the makers of K-12 LMS solutions?

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No LMS [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Edit Logic](#)

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28. Since you are not currently implementing an LMS in your district, when, if ever, do you plan to do so?

- We plan to do so in the 2007-2008 school year.
- We plan to do so in the 2008-2009 school year.
- We plan to do so in the 2009-2010 school year or further out.
- We have no plans to implement an LMS in our district.

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29. Since you are not yet implementing an LMS, please indicate how the factors below affected your decision.

	Stongly agree	Agree	Agree somewhat	Disagree	Strongly disagree
--	---------------	-------	----------------	----------	-------------------

The current LMS systems are not capable of meeting our requirements.	<input type="radio"/>				
The available content doesn't match our requirements.	<input type="radio"/>				
We do not yet know LMS technology well enough to adopt in our district.	<input type="radio"/>				
We don't see the need.	<input type="radio"/>				
The technical support requirements are too high.	<input type="radio"/>				
The total price is too high.	<input type="radio"/>				

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ONLINE ASSESSMENT [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

One of the most exciting uses of technology is online assessment. For the purposes of this survey, any assessment delivered with a computer screen and a keyboard or input device is considered an online assessment, including the category of "electronic assessment."

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30. Are you using online assessments in your district?

Yes No

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Online Assessment - Yes [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Edit Logic](#)

Please help us understand the landscape for online assessments.

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31. Which types of online assessment are used in your district?

	Widespread use	Limited use	Piloting	Not using
Statewide high-stakes assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

District-mandated periodic benchmarks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher-developed periodic assessments	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Practice tests for high-stakes assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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32. Please indicate the major inhibitors to wider adoption of online assessment in your district.

	Strong inhibitor	Inhibitor	Somewhat inhibiting	Not an inhibitor	Never an inhibitor
Security concerns	<input checked="" type="radio"/>				
State mandates or policy decisions	<input type="radio"/>				
Cost	<input checked="" type="radio"/>				
Language issues, including ELL	<input type="radio"/>				
Need for additional professional development	<input checked="" type="radio"/>				
Availability of assessment items with higher reliability and validity	<input type="radio"/>				
Integration of assessment solutions into learning and content management systems	<input checked="" type="radio"/>				
Existing investment in paper-based assessment solutions	<input type="radio"/>				
Alignment to standards or better alignment	<input checked="" type="radio"/>				
Student disabilities	<input type="radio"/>				
Availability of assessment products that facilitate higher-order thinking	<input checked="" type="radio"/>				
Availability of sufficient student hardware	<input type="radio"/>				

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33. How important are the following factors in the use of online assessments in your district?

	Extremely important	Important	Somewhat important	Not important	Not at all important
Solution links online results to paper test results from prior years for comparison	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solution links online test results to paper test results for same test for comparison	<input type="radio"/>				
Ease of use for students	<input checked="" type="radio"/>				
Ease of use for teachers and administrators	<input type="radio"/>				
Aggregation and disaggregation of test results	<input checked="" type="radio"/>				
Turnaround time for assessment results	<input type="radio"/>				
Quality of feedback and scoring reliability	<input checked="" type="radio"/>				
School and district reports contain both online and paper test data	<input type="radio"/>				
Ability to customize online assessments (e.g., teacher-created quizzes)	<input checked="" type="radio"/>				
Remediation referral capability based on student performance results	<input type="radio"/>				

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34. Online writing assessment and automatic essay grading products are starting to be used in schools. Please respond to the following statements about these products.

	Strongly agree	Agree	Agree somewhat	Disagree	Strongly disagree
These products are effective and reliable.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional writing topics are needed.	<input type="radio"/>				
A larger number and wider variety of essay prompts are needed.	<input checked="" type="radio"/>				
These products are affordable today.	<input type="radio"/>				

Teachers should be able to author their own writing topics and have them scored automatically.	<input type="radio"/>				
Writing topics need to be linked to the curriculum.	<input type="radio"/>				
These products should be used across the curriculum.	<input type="radio"/>				
These products save teachers time in grading writing.	<input type="radio"/>				
These products will be commonplace in 3 to 5 years.	<input type="radio"/>				
These products provide students with more writing practice.	<input type="radio"/>				
These products provide students with more writing feedback.	<input type="radio"/>				

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No Online Assessments [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Edit Logic](#)

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35. Since you are not yet implementing online assessment in your school district, do you have any plans to do so?

- We plan to do so in the 2007-2008 school year.
- We plan to do so in the 2008-2009 school year.
- We plan to do so in the 2009-2010 school year or later.
- We have no plans to implement online assessment.

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36. Please indicate the major inhibitors to your adoption of online assessment.

	Strong inhibitor	Inhibitor	Somewhat an inhibitor	Not an inhibitor	Not at all an inhibitor
Cost	<input type="radio"/>				

Integration of assessment solutions into learning and content management systems	<input type="radio"/>				
ELL issues	<input checked="" type="radio"/>				
Alignment to standards or better alignment	<input type="radio"/>				
Availability of higher-function assessment products	<input checked="" type="radio"/>				
Security concerns	<input type="radio"/>				
Availability of assessment items with higher reliability and validity	<input checked="" type="radio"/>				
State mandates or policy decisions	<input type="radio"/>				
Student disabilities	<input checked="" type="radio"/>				
Existing investment in paper-based assessment solutions	<input type="radio"/>				
Need for additional professional development	<input checked="" type="radio"/>				
Availability of sufficient student hardware	<input type="radio"/>				

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COMPUTING DEVICES

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Computing devices come in many flavors. This survey focuses on general-purpose computing devices with a color screen of at least 800x480 resolution, WiFi, and support of a wide range of application providers. This broad category includes both desktop and mobile devices for some or all of the following:

1. Laptops
2. Tablet PCs
3. PDAs
4. Student appliances
5. Handhelds
6. Portable notetakers

This student computing device category does not include cell phones or game machines.

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37. Please indicate the percentage of computing device by brand in your district for use by students and faculty. Include both desktop and mobile devices. Enter whole numbers and please make sure your percentages add up to 100.

Apple/Mac

Dell

Gateway

HP

Lenovo/IBM

Premio

Toshiba

Sony

Whitebox

Other

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38. How are your student computers deployed? *Please indicate a percentage for each category.* Enter whole numbers in each category and make sure they add up to 100.

Portable computing devices for student use in all classes and at home

Portable computing devices for student use in all classes but not at home

Stationary computer labs reserved for class use Computers in the classroom Wireless laptop mobile computer lab (COW)[Add Question](#)[Add Page](#)[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

39. What percentage of your teachers have a computing device supplied by the district for their exclusive use?

- 100%
- 75% or more
- 50% or more
- 25% or more
- 5% or more
- We do not supply any teacher with a computing device.

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40. Please indicate the percentage of computing devices by brand that your district intends to purchase for student use in the next 12 months. Include both desktop and mobile devices. Please use whole numbers and make sure your numbers total 100.

 Apple/Mac Dell Gateway HP Lenovo/IBM Premio

Toshiba

Sony

Whitebox

Other

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41. Please indicate the percentage of computing devices by brand that your district intends to purchase for teacher use in the next 12 months. Include both desktop and mobile devices. Please enter whole numbers and make sure your numbers add up to 100.

Apple/Mac

Dell

Gateway

HP

Lenovo/IBM

Premio

Toshiba

Sony

Whitebox

Other

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42. What is your primary mobile computing device for students and how many do you have? Please enter the quantity, make, and model. For example, " 2000 Dell D52 " means 2,000 Dell 520 Latitude laptops.

Please enter Quantity - Vendor - Model Number in the space provided below.

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Trade-offs in Mobile Computing Devices

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Please provide your input on the trade-offs that must be made when a **mobile computing device** is designed for education.

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43. The design of a mobile computing device involves many trade-offs. Your answers to the following questions will help computer makers build better products.

	Strongly Agree	Agree	Agree Somewhat	Disagree	Strongly Disagree
Longer run time is more important than weight.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Larger screen is more important than weight.	<input type="radio"/>				
Larger screen is more important than longer run time.	<input checked="" type="radio"/>				
An internal cellular data connection such as EVDO is important.	<input type="radio"/>				
Improving drop test from 3 feet to 5 feet at the cost of adding two pounds is a worthwhile tradeoff.	<input checked="" type="radio"/>				

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44. When you purchase a mobile computing device, please indicate which of the following are the top five most important considerations.

Please rate these as to their relative importance.

	Most important	Second most important	Third most important	Fourth most important	Fifth most important
Vendor reputation for innovation	<input checked="" type="radio"/>				
Service options including self service	<input type="radio"/>				
Warranty	<input checked="" type="radio"/>				
Initial purchase price	<input type="radio"/>				
Total Cost of Ownership (TCO)	<input checked="" type="radio"/>				
Quality of the vendor sales and support staff	<input type="radio"/>				
Power consumption	<input checked="" type="radio"/>				

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45. What is the ideal battery life for a mobile student device? If the devices are used before and after school, please include the total run time. For the purposes of this survey, battery life is defined as the running time when a Wi Fi-supplied streaming video is played with sound on the student device. *Please select one answer below.*

3 hours 4 hours 5 hours 6 hours 7 hours 8 hours 9 hours 10 hours More than 10 hours

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46. Mobile computer weight depends on many factors, including battery size, screen size, and ruggedness. At what weight do you think a computer would be too heavy for students (regardless of the battery life or screen size)?

3 pounds 4 pounds 5 pounds 6 pounds 7 pounds or

more

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47. How can vendors improve mobile student computing devices in the future? Improve mobile teacher computing devices? What features are important to you that we have not mentioned?

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INTERACTIVE WHITEBOARDS AND CLASSROOMS

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In the *ADS 2006* survey, interactive whiteboards were rated one of the fastest growing hardware market segments. This section will focus on the key issues surrounding the use of interactive whiteboards and requirements for an interactive classroom.

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*** 48. Does your district use interactive whiteboards?**

Yes

No

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Whiteboards Yes

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49. Please indicate the level of importance of the following features in determining why you use interactive whiteboards.

	Extremely important	Important	Somewhat important	Not very important	Not at all important
Address different learning styles	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher productivity	<input type="radio"/>				
Student interaction	<input checked="" type="radio"/>				
Stronger collaboration among students	<input type="radio"/>				
Enhanced teacher morale	<input checked="" type="radio"/>				
Improved student performance	<input type="radio"/>				
Stronger collaboration among teachers	<input checked="" type="radio"/>				
Student engagement	<input type="radio"/>				
Whole group instruction	<input checked="" type="radio"/>				

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50. How many interactive whiteboards are in use in your district? *Feel free to estimate the total number (e.g., 1,250).*

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51. How many interactive whiteboards do you plan to buy in the next year? *Feel free to estimate the total number (e.g., 1,250).*

52. What percentage of classrooms in your district have an interactive whiteboard?

1-5%	6-10%	11-20%	21-30%	31-50%	51%+
<input type="radio"/>					

53. What percentage of your interactive whiteboards are 70 inches or greater in size?

100%	More than 75%	More than 50%	More than 25%	Less than 25%	None
<input type="radio"/>					

54. Please select the grades and subjects in which your district uses interactive whiteboards. *Please check all that apply.*

	Elementary	Middle school	High school
Reading	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social studies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foreign language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Vocational/technical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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55. How many hours of professional development do you provide to teachers who are learning to use interactive whiteboards?

- Less than 5
hours

- 5 hours

- 6-12 hours

- 13-24 hours

- 25 hours or
more


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56. Please indicate the percentage by brand of interactive whiteboard that you use in your district. *Please enter whole numbers and make sure these figures add up to 100.*

- ACTIVBoard by Promethean
- Cambridge Board by Hitachi
- IPM 2000 by Numonics
- SchoolBoard by Interwrite Learning (GTCO)
- SMART Board by SMART Technologies
- Mimio Interactive by Sanford Brands
- Walk and Talk Whiteboard by Polyvision

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57. Please list the top inhibitors to interactive whiteboard usage in your district.

	Strong inhibitor	Inhibitor	Somewhat an inhibitor	Not an inhibitor	Not at all an inhibitor
Installation logistics					

Effectiveness concerns	<input type="radio"/>				
Pedagogical appropriateness	<input checked="" type="radio"/>				
Professional development	<input type="radio"/>				
Teacher concerns other than profesional development	<input checked="" type="radio"/>				
Curriculum integration concerns	<input type="radio"/>				
Technical support requirements	<input checked="" type="radio"/>				
Systems availability for student response devices	<input type="radio"/>				
Cost	<input checked="" type="radio"/>				

58. How do you measure the impact of interactive whiteboards, including response devices? *Please check all that apply.*

- Frequency of utilization within class
- Quantity of multimedia lesson plans
- Student surveys and feedback
- Quantity of teacher-created curriculum utilizing whiteboards
- Teacher surveys and feedback
- Formative feedback from voting sessions
- Classroom observation by supervisors
- Amount of differentiated instruction
- Student performance on standardized testing
- Other (please specify)

59. Please rate the importance of these factors in selecting your interactive whiteboards.

Extremely Important Somewhat Not very Not at all

	important		important	important	important
Active online user community	<input checked="" type="radio"/>				
Software ties to the Learning Management System	<input type="radio"/>				
Grade-level-appropriate software user interfaces	<input checked="" type="radio"/>				
Internet collaboration capability	<input type="radio"/>				
Comprehensive professional development program	<input checked="" type="radio"/>				
Larger screen (70 inch or larger)	<input type="radio"/>				
Durability of the product	<input checked="" type="radio"/>				
Support for presentation applications, such as PowerPoint	<input type="radio"/>				
Software ties to the Student Information System	<input checked="" type="radio"/>				
Better training and professional development	<input type="radio"/>				
Type of technology underlying the board	<input checked="" type="radio"/>				
Ability to inform future product development (feedback loop)	<input type="radio"/>				
Effective student response system	<input checked="" type="radio"/>				
Integrated solution from a single vendor	<input type="radio"/>				
Better and easier to use lesson development software	<input checked="" type="radio"/>				
Integration with core curricular materials	<input type="radio"/>				
Strong software and resource content bundles	<input checked="" type="radio"/>				
Support for multiple operating systems	<input type="radio"/>				
Extensive library of state standards-aligned lesson plans	<input checked="" type="radio"/>				

Customer references	<input type="radio"/>				
Flexible configuration options	<input checked="" type="radio"/>				
Lowest total cost of ownership (TCO)	<input type="radio"/>				
Depth of curricular software support	<input checked="" type="radio"/>				
Access to standards-based content resources	<input type="radio"/>				
Depth and breadth of software tools	<input checked="" type="radio"/>				
User control and adaptability	<input type="radio"/>				

Whiteboards No

60. Since you are not currently implementing interactive whiteboards in your district, do you plan to do so in the future?

- We plan to do so in the 2007-2008 school year.
- We plan to do so in the 2008-2009 school year..
- We plan to do so in the 2009-2010 school year or further out.
- We have no plans to implement interactive whiteboards.

61. Since you are not yet implementing interactive whiteboards, please indicate below the factors that affected your decision. *Please check all that apply.*

	Strongly agree	Agree	Agree somewhat	Disagree	Strongly disagree
We don't see the need.	<input checked="" type="radio"/>				
Maintenance costs are too high.	<input type="radio"/>				
Installation costs are too high.	<input checked="" type="radio"/>				

The current interactive whiteboards are not capable of meeting our requirements.



The total price is too high.



A large screen LCD projector on a regular, non-interactive board is sufficient.



Interactive Classrooms

62. Who is responsible for integrating AV equipment for whiteboards, projectors, sound systems, response devices and other devices in your classrooms? Please check all that apply.

Yes

Instructional services department



Individual teachers



School instructional technology coordinator



Third party vendors



AV department at district



IT department at district



63. What other products do you consider necessary for an interactive classroom? Please check all that apply.

Audio amplification

Projectors

Document cameras

Digital cameras

Interactive response devices

Electronic microscopes

Wireless mouse and keyboard

- Graphing calculators
 - Science probes
 - Interactive writing pads
 - Other (please specify)
-

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64. How can vendors improve interactive whiteboards and interactive classrooms in the future?

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INTERNET BANDWIDTH [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

ADS 2006 identified the impending crisis in Internet bandwidth for schools. In *ADS 2007* we hope to determine your realistic assessment of the issues.

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65. What is the total aggregate bandwidth among the district, all of the schools, and the Internet via your ISPs? Please answer in Megabits per second.

Note that is bandwidth to the Internet, not the internal connection speed. For your reference, a T-1 line is 1.54 megabits/ second. A DS-3 line is 45 megabits/second. An OC3 SONET connection is 155 megabits/second.

Speed in Megabits/second

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66. How do you expect this bandwidth per student to increase in each of the following years? Please express this in the same terms as the previous question, ISP bandwidth in Megabits/Second.

In three years our ISP bandwidth will be

In five years our ISP bandwidth will be

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67. What is the source of your Internet access? Please indicate your sources of Internet access.

Primary Provider Secondary Provider

Regional or local ISP	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Cable company	<input type="radio"/>	<input type="radio"/>
Major telephone company	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Regional or local phone company	<input type="radio"/>	<input type="radio"/>
Wireless	<input checked="" type="radio"/>	<input checked="" type="radio"/>
National ISP	<input type="radio"/>	<input type="radio"/>
State network	<input checked="" type="radio"/>	<input checked="" type="radio"/>

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68. What type of Internet connections do you use? Please indicate the connection type for your top two sources of Internet connectivity.

Primary provider Secondary provider

T-1

T-3 (or DS-3)	<input type="radio"/>	<input type="radio"/>
OC-3	<input checked="" type="radio"/>	<input checked="" type="radio"/>
OC-5	<input type="radio"/>	<input type="radio"/>
DSL	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Cable Modem	<input type="radio"/>	<input type="radio"/>
Optical MAN	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>

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69. Do you foresee problems with bandwidth funding?

	Yes	No
Do you foresee a problem with E-Rate funding your future bandwidth needs at the current percentages?	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Do you foresee a problem obtaining sufficient funding, regardless of the source, for your required bandwidth?	<input type="radio"/>	<input type="radio"/>
Do you foresee a problem obtaining sufficient bandwidth, regardless of your ability to pay?	<input checked="" type="radio"/>	<input checked="" type="radio"/>

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70. How frequently are users inconvenienced by short interruptions of Internet access that occur upstream from your ISP?

Very frequently (several times a day)	Frequently (once a day)	Infrequently (once a week)	Very infrequently (once a month)	Never
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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71. Have you used any of the following to leverage the existing capacity of your bandwidth? What factors do you use to control and manipulate bandwidth? *Please check all that apply.*

- Proxy servers
- Application specific caching appliances or local application content servers
- Application restrictions, such as no streaming media or music file sharing
- Burstable bandwidth from your ISP

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72. Do you have a policy regarding local hosting? If you were considering purchasing a new application with the option to be locally hosted inside your firewall or ASP-hosted, which would you choose?

Widely used applications Occasionally used applications

100% ASP	<input type="radio"/>	<input type="radio"/>
Predominately ASP	<input type="radio"/>	<input type="radio"/>
100% local	<input type="radio"/>	<input type="radio"/>
Predominately local hosting	<input type="radio"/>	<input type="radio"/>
Application determines hosting	<input type="radio"/>	<input type="radio"/>

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73. Software vendors are providing many applications that use machines inside the district firewall and require external access. *Please check all with which you agree.*

- We allow these types of devices in our district.
- We allow external access.
- We will punch a hole through the district firewall.
- The reputation of the vendor has a significant impact on our approval process.
- An independent registry of approved vendors and applications administered by a national organization such as CoSN or SIIA would be valuable.
- No

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74. What information would you like to provide to makers of connectivity products?

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Optional Future Involvement

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I am willing to participate in further research.

I am not willing to participate in further research.

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You are helping us shape a national perspective on some key issues in K-12 instructional technology.

We appreciate your time and hope that you enjoy the complimentary copy of the report that we will send you by e-mail when the final report is published. Please feel free to contact us with ideas and concerns: you can reach Tom Greaves at Tom@GreavesGroup.com; you can reach Jeanne Hayes at jhayes@hayesconnection.com.

Regards,

Tom Greaves

Jeanne Hayes

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