

Name \_\_\_\_\_

Faculty Technology Use Survey  
Peter Pappas, Assistant Superintendent for Instruction  
East Irondequoit CSD [www.eicsd.k12.ny.us](http://www.eicsd.k12.ny.us)

File Management / Operating System

Section 1 - <b>Basic skills: (Check all that apply)</b>	
<input type="checkbox"/>	1. I understand the difference between closing/minimizing/hiding a window and quitting a program.
<input type="checkbox"/>	2. I can select, copy, and paste text and graphics.
<input type="checkbox"/>	3. I can copy and paste between documents from different applications.
<input type="checkbox"/>	4. I know how to find a saved file.
<input type="checkbox"/>	5. I know how to make a duplicate of an existing file.
<input type="checkbox"/>	6. I know how to reorganize folders and files for ease of use.
<input type="checkbox"/>	7. I can save and backup files.
<input type="checkbox"/>	8. I know how to determine where a file will be saved.
<input type="checkbox"/>	9. I know how to give a file a unique name while saving.
<input type="checkbox"/>	10. I know how to change the name of an existing file.
<input type="checkbox"/>	11. I delete unnecessary files from the computer or network when appropriate.

Word Processing / Publishing

Section 2 - <b>Indicate your current practices using Word. (Check all that apply)</b>	
<input type="checkbox"/>	12. I know how to select different fonts, resize text, and apply font styles to selected text.
<input type="checkbox"/>	13. I use a spell checker before publishing word processing documents.
<input type="checkbox"/>	14. I am able to change page margins, adjust the viewing percentage, set tabs/ indents.
<input type="checkbox"/>	15. I am able to create multiple columns of text, insert page and column breaks.
<input type="checkbox"/>	16. I can create tables, customize headers/footers/footnotes, and modify templates.
<input type="checkbox"/>	17. I am proficient in using a word processing program to merge database files, print labels and envelopes, and create templates for future use.

## Excel Spreadsheet

### Section 3 - Indicate your current practices using Excel. (Check all that apply)

<input type="checkbox"/>	18. I can insert words and numbers within cells, and move the data using cut/copy/paste commands.
<input type="checkbox"/>	19. I can reformat the data within cells, and resize rows and columns.
<input type="checkbox"/>	20. I can change page orientation, insert headers / footers, and preview pages.
<input type="checkbox"/>	21. I am able to insert text boxes and create charts.
<input type="checkbox"/>	22. I use formulas for manipulating data.
<input type="checkbox"/>	23. I can sort data, filter data, and create lookup tables.
<input type="checkbox"/>	24. I have not had opportunity to find uses for spreadsheet software in my classroom.

## Presentation

### Section 4 - Teacher presentations: (Check all that apply)

<input type="checkbox"/>	25. I can create student handouts, which contain graphic organizers and/or clip art.
<input type="checkbox"/>	26. I am comfortable creating a basic multimedia presentation with PowerPoint.
<input type="checkbox"/>	27. I am a technology beginner and am unfamiliar with PowerPoint.
<input type="checkbox"/>	28. I can use Front Page to create web pages.
<input type="checkbox"/>	29. I try to use good visual design in my creations.
<input type="checkbox"/>	30. I can import digital pictures into a web page or presentation.
<input type="checkbox"/>	31. I can add a movie and/or a sound file to a web page or presentation.
<input type="checkbox"/>	32. I am unfamiliar with these electronic publishing skills and concepts.

## File Sharing

### Section 6 - Network sharing: (Check all that apply)

<input type="checkbox"/>	33. I can log on and log off the building/district network.
<input type="checkbox"/>	34. I can help students locate a file on a workstation or the local area network.
<input type="checkbox"/>	35. I can post a file for my students to access on the local area network.
<input type="checkbox"/>	36. I regularly make use of the distribute files and shared files on the local area network.
<input type="checkbox"/>	37. I am unfamiliar with these network use skills.

## Email

Section 5 - E-mail use: (Check all that apply)	
<input type="checkbox"/>	38. I usually read e-mail daily and respond to messages promptly.
<input type="checkbox"/>	39. I read my e-mail and respond at least once a week.
<input type="checkbox"/>	40. I use e-mail to gather ideas for student projects, assessment tools, and lesson plans.
<input type="checkbox"/>	41. I advertise my e-mail address to students, parents, and colleagues.
<input type="checkbox"/>	42. I use e-mail reply appropriately and quote original e-mails as needed.
<input type="checkbox"/>	43. I use e-mail forwards appropriately and respect the privacy of the original sender.
<input type="checkbox"/>	44. I understand how to structure and use an e-mail address book including mailing lists.
<input type="checkbox"/>	45. I can create and use a signature file.
<input type="checkbox"/>	46. I can send attachments successfully to people.
<input type="checkbox"/>	47. I can receive and successfully access e-mail attachments.
<input type="checkbox"/>	48. I have a filing system for storing e-mail.
<input type="checkbox"/>	49. I can access my e-mail from a school and home.
<input type="checkbox"/>	50. I am an e-mail novice and not familiar with these skills.

## Classroom Use Planning

Section 7 - Planning for curriculum/technology integration: (Check all that apply)	
<input type="checkbox"/>	51. I rarely plan for technology integration in my classroom instruction.
<input type="checkbox"/>	52. I regularly research online lesson plans and resources for integrating technology into my classroom instruction.
<input type="checkbox"/>	53. I attend workshops or regularly collaborate with other teachers in planning technology-rich experiences for students.
<input type="checkbox"/>	54. I regularly incorporate technology into my lesson plans, when appropriate to student learning.
<input type="checkbox"/>	55. I am comfortable selecting the correct technology tool when planning lessons for my students.
<input type="checkbox"/>	56. I use technology to facilitate engaged learning in which students are focused on a challenging, real-life task.
<input type="checkbox"/>	57. I use technology to aid in classroom administrative tasks.

## Classroom Use Management

### Section 8 - Organizing students for technology use: (Check all that apply)

<input type="checkbox"/>	58. I depend on others to manage student computer use.
<input type="checkbox"/>	59. I have established basic expectations for classroom technology use.
<input type="checkbox"/>	60. I have routines for common tasks including seating, traffic flow, getting help, peer tutoring, feedback and assessment of curricular and behavioral objectives.
<input type="checkbox"/>	61. My expectations and rules for using technology in the classroom are well known to my students.
<input type="checkbox"/>	62. I monitor student product and project development and plan for time to give individual feedback to students during technology use.

## Technology Resources

### Section 9 - Adding to my technology materials: (Check all that apply)

<input type="checkbox"/>	63. I collect and use some electronic materials for my classroom.
<input type="checkbox"/>	64. I collaborate with others to gather ideas and resources.
<input type="checkbox"/>	65. I am aware of online materials and can adapt them to meet my classroom needs.
<input type="checkbox"/>	66. I often supply resource ideas and suggestions to others within my building.
<input type="checkbox"/>	67. I share personally created materials online with others via the Internet.

## Facilitating Student Use

### Section 10 - Expectations for student use of technology: (Check all that apply)

<input type="checkbox"/>	68. I have no understanding of how to set expectations regarding technology use.
<input type="checkbox"/>	69. I use the automated record keeping of software programs and communicate to the students how the information will be used.
<input type="checkbox"/>	70. I have general expectations for projects using technology posted in my classroom.
<input type="checkbox"/>	71. I use basic letter grades to assess student technology products/projects.
<input type="checkbox"/>	72. I use rubrics to assess student technology products/projects.
<input type="checkbox"/>	73. I include students in the creation of the rubrics used to evaluate projects.

## Student Technology Use

### Section 11 - **My students use technology tools to process data and report results in the following manner (check all that apply):**

<input type="checkbox"/>	74. My students use drill and practice software to support classroom instruction.
<input type="checkbox"/>	75. My students use a word processor to publish research reports.
<input type="checkbox"/>	76. My students know how to cut and paste from electronic resources as means of note taking.
<input type="checkbox"/>	77. My students use spreadsheets when appropriate to gather information.
<input type="checkbox"/>	78. My students use a database to keep track of bibliography information.
<input type="checkbox"/>	79. My students can efficiently search the Internet for information.
<input type="checkbox"/>	80. My students develop well-designed and content accurate PowerPoint presentations.
<input type="checkbox"/>	81. My students develop graphic organizers to help explain a concept or idea.
<input type="checkbox"/>	82. My students evaluate information for accuracy, relevance, and bias before accepting it when solving a problem.
<input type="checkbox"/>	83. My students use data collection probes for solving real life problems.
<input type="checkbox"/>	84. My students use simulations as a means of reflecting on real life problems
<input type="checkbox"/>	85. My students collaborate with peers, experts, and the entire learning community to contribute to a curriculum related knowledge base and use this knowledge base when solving a problem.
<input type="checkbox"/>	86. I am a beginning technology user and not comfortable with these skills.

## Ethical Use of Intellectual Property

### Section 12 - **Passwords and software: (Check all that apply)**

<input type="checkbox"/>	87. I model password integrity and expect my students to honor password integrity.
<input type="checkbox"/>	88. I know that installing software without a valid license is illegal and breaks copyright law.
<input type="checkbox"/>	89. I instruct students in respecting the privacy and ownership of materials protected by passwords.
<input type="checkbox"/>	90. I instruct my students in copyright law pertaining to software.
<input type="checkbox"/>	91. I have just begun to use passwords and am unfamiliar with copyright laws.

Developed by:  
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