

# Technology Survey Data

The technology team in each PGCPs school completed MSDE's annual Technology Inventory survey in November 2002. The data pinpoint the availability of technology equipment, Internet access, the skills of the instructional staff, and the types of activities students engage in when they use technology for learning. MSDE has published the data about schools online at: <http://md.ontargetus.com/>

The good news is that most technology teams conducted an informal survey of their teachers and administrators before completing the MSDE Inventory online. This survey provided valuable information about teachers' technology skills and about use of technology by three key groups: teachers, administrators, and students.

If a school's technology team did not conduct a survey about teachers' technology skills and use of technology by teachers, administrators, and students, but estimated this data instead, help is still available. In the Appendix of this guide is an instrument that can be reproduced and distributed to faculty to identify their technology use and technology professional development needs (**Educators' Administrative Activities Needs Survey**). A more detailed, online survey instrument will be available through the Learning Technology Support Group's website by June 1 at: <http://pgcps.org/~support>. You may wish to conduct the survey before school ends this summer (or at the start of the 2003-04 School Year) and again at the end of the year to measure progress.

Reviewing such survey results provides an essential guide for your School Improvement Planning, especially in terms of identifying available vs. needed technology resources, types and frequency of student use of technology, and educators' knowledge and use of technology. This helps SIP teams create plans in which instructional goals are supported by activities such as:

1. Procurement of additional equipment and/or software and other essential infrastructure

2. Appropriate professional development activities for groups and individuals.

For example:

- a. Individuals identifying in their Professional Development Plans a specific instructional technology skill they will develop
- b. A workshop on higher-order instructional activities using technology, with a discussion of the Digital Divide that the MSDE 2002 Technology Inventory identified. In high-poverty schools where ample technology is present, the data showed low-end, drill-and-practice uses of technology prevailed. Students rarely, if ever, were given opportunities to participate in challenging instructional activities such as data analysis and solution seeking.
- c. A Technology Inclusion for All (TIFA) workshop focusing on strategies that teachers can use to help special-needs students, in compliance with the 2002 COMAR changes aligned with Section 508 of the federal Rehabilitation Act, "Electronic and Information Technology Accessibility Standards."