School Technology Needs Assessment (STNA)

SERVE Center
at the University of North Carolina at Greensboro

The *School Technology Needs Assessment* (STNA, say "Stenna") is intended to help school-level decision makers—administrators, technology facilitators, media coordinators, or technology committee members— collect data to plan and improve uses of technology in teaching and learning activities. The STNA is designed to be completed by teachers and other educators working directly with students, and should be administered to the entire staff of any school for which needs are being assessed. STNA results are not scored or reported for each individual respondent. Instead, each person's responses are combined with those of other educators in their building, and reported at the school level in terms of how many times each possible response is selected for each item. Pilot testing indicates that it should take approximately 25 minutes to complete the STNA.

On this paper-pencil copy of the STNA, responses are coded for use with the *STNA Scoring Tool* spreadsheet. The numbers located next to the response checkboxes have no meaning and are provided only to aid scoring.

I. Supportive Environment 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 Shared Leadership	1)	A vision for technology has been developed through an effective collaboration among stakeholders, e.g., administrators, specialists, teachers, students, and community members.	☐ 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 practices related to technology.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	5)	Teachers who are innovators with technology receive **material incentives**, e.g., stipends, perks, waivers, special opportunities.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	6)	Teachers who are innovators with technology receive **non-material incentives**, e.g., public recognition, special appreciation.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	7)	When administrators are seeking or hiring teachers, they consider technology literacy and leadership for technology as criteria for selection.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6

"In my school…"		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Do Not Know
Organizational Conditions	8) An effective long-range school technology plan is in place.	□ 1	□ 2	□ 3	□ 4	□ 5	□ 6
	9) The school technology plan is developed through an effective collaboration among stakeholders, e.g., administrators, specialists, teachers, students, and community members.	□ 1	□ 2	□ 3	□ 4	□ 5	□ 6
	10) The school technology plan is monitored and updated at least once a year.	□ 1	□ 2	□ 3	□ 4	□ 5	□ 6
	11) Teachers and other staff members support the school technology plan.	□ 1	□ 2	□ 3	□ 4	□ 5	□ 6
	12) The amount of money budgeted for technology resources is sufficient for implementing decisions arising from planning.	□ 1	□ 2	□ 3	□ 4	□ 5	□ 6
	13) The amount of money budgeted for technology resources is sufficient for continuously updating and replacing technology systems as they become outdated.	□ 1	□ 2	□ 3	□ 4	□ 5	□ 6
	14) 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
	15) Multiple sources of data are used to evaluate the impact of technology initiatives on student outcomes.	□ 1	□ 2	□ 3	□ 4	□ 5	□ 6
	16) Technology is used to communicate and collaborate **with families** about school programs and student learning.	□ 1	□ 2	□ 3	□ 4	□ 5	□ 6
	17) Technology is used to communicate and collaborate **with the community** about school programs designed to enhance student learning.	□ 1	□ 2	□ 3	□ 4	□ 5	□ 6
Flexible Scheduling	18) The media center can be flexibly scheduled to provide equitable access to resources and instruction.	□ 1	□ 2	□ 3	□ 4	□ 5	□ 6
	19) Computer labs can be flexibly scheduled for equitable access to resources and instruction. (Leave this item blank if your school has no computer labs.)	□ 1	□ 2	□ 3	□ 4	□ 5	□ 6
	20) Mobile computers can be flexibly scheduled to provide equitable access to resources and instruction. (Leave this item blank if your school has no computer labs.)	□ 1	□ 2	□ 3	□ 4	□ 5	□ 6

"In my school…"		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Do Not Know
Infrastructure	21) Teachers and students have sufficient computer hardware available for their use, e.g., computers, digital cameras, projection devices, scanners, printers.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	22) Electronic systems for communicating 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
	23) Electronic systems for communicating with families and the community are adequate, e.g., e-mail, teacher, and/or school Web pages.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	24) Reliability and speed of external connections are sufficient, e.g., connections to the Internet, online databases, and other resources.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	25) Students with disabilities have appropriate and adequate access to adaptive and assistive devices.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
Staff Support	26) Teachers have ready access to technical support, e.g., to troubleshoot hardware or software problems, maintain systems.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	27) Library media coordinator and/or media assistant positions are adequately staffed.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	28) Technology facilitator and/or technology assistant positions are adequately staffed.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
Media and Software	29) Teachers and students have ready access to productivity software, e.g., graphic organizer, word processing, slide presentation, or drawing applications.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	30) Teachers have ready access to a cataloging system they can use for searching and locating teaching materials.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	31) Teachers and students have ready access to a good collection of print, multimedia, and electronic resources.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	32) When educators are selecting resource media and software, they consider both the curriculum and the needs of learners.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6

II. Professional Development

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."

	"I would benefit from professional development on…"	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Do Not Know
Instruction	1) Research-based practices I can use in my teaching.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	2) Identification, location, and evaluation of technology resources, e.g., websites, that I can use with my students.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	3) Performance-based student assessment of my students.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	4) The use of technology to collect and analyze student assessment data.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	5) Learner-centered teaching strategies that incorporate technology, e.g., project-based or cooperative learning.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	6) Online security and safety.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	7) The use of technology for differentiating instruction for students with special learning needs.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
Planning	8) Uses of technology to increase my professional productivity.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	9) Ways to use technology to communicate and collaborate with families about school programs and student learning.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	10) Ways to use technology to communicate and collaborate with other educators.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	11) Alignment of lesson plans to content standards and student technology standards.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	12) Use of research or action research projects to improve technology-enhanced classroom practices.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	13) Use of data for reflecting on my professional practices.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	14) Use of data to make decisions about the use of technology.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	15) Use of technology to participate in professional development activities, e.g. online workshops, hands-on training in a computer lab.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6

"In my school…"		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Do Not Know
Professional Development Quality	16) Educators in charge of professional development use data from teachers' needs assessments to determine technology professional development topics and activities.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	17) Technology professional development is timely.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	18) Technology professional development is relevant.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	19) Technology professional development is ongoing.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	20) Teachers have an opportunity to evaluate technology professional development activities in which they participate.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	21) The impact of technology professional development is tracked using data on **classroom practice**.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	22) The impact of technology professional development is tracked using data on **student learning**.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6

III. Teaching and Learning

Selecting Responses – Section III

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."

"In the settings where I work with children…"			Daily	Weekly	Monthly	Once per Grading Period	Never	Do Not Know
Instruction	1)	I consult publications, online journals, or other resources to identify research-based practices I can use 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 differentiate instruction for students with special learning needs.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
Planning	8)	I use technology to support and increase my professional productivity.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	9)	I use technology to communicate and collaborate with families about school programs and student learning.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	10)	I use technology to communicate and collaborate with other educators.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	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 to improve technology-enhanced classroom practices.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	13)	I use multiple sources of data for reflecting on professional practice.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	14)	I use multiple sources of data to make decisions about the use of technology.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	15)	I use technology to participate in professional development activities, e.g. online workshops, hands-on training in a computer lab.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6

"In the settings where I work with children…"		Daily	Weekly	Monthly	Once per Grading Period	Never	Do Not Know
Information and Communication Technologies	16) Students use a variety of technologies, e.g., productivity, visualization, research, and communication tools.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	17) Students use technology during the school day to communicate and collaborate with others, beyond the classroom.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	18) Students use technology to access online resources and information as a part of classroom activities.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	19) Students use the same kinds of tools that professional researchers use, e.g., simulations, databases, satellite imagery.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	20) Students work on technology-enhanced projects that approach real-world applications of technology.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	21) Students use technology to help solve problems.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	22) Students use technology to support higher-order thinking, e.g., analysis, synthesis, and evaluation of ideas and information.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
	23) Students use technology to create new ideas and representations of information.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6

IV. Impact of Technology

Selecting Responses – Section IV

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

impact MODEL SCHOOL

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