Mainstay Academy Needs Assessment

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Introduction

I am Elizabeth King, and I am a Lead Teacher at Mainstay Academy. Mainstay Academy is part of the Georgia Network for Educational and Therapeutic Support (GNETS) and serves students with severe emotional/behavioral disorders who cannot be safely accommodated within the general education classroom. While academics are taught, the emphasis is on behavior modification and emotional support so that students can be transitioned out of the program. The student population fluctuates due to students moving between less restrictive (general education) and more restrictive (hospitalization, residential services) settings. As of January 3, 2021, there are nine school age, 14 middle school, and 17 high school students enrolled. There are also two self-contained classrooms, one for students with mild to moderate intellectual disabilities (six students) and one for students with moderate to severe to intellectual disabilities (five students), for a total of 51 students from five different counties (Butts, Lamar, Pike, Spalding, and Upson). Most students qualify for free or reduced meals. In terms of racial breakdown, 55% of students are white, and 45% are black.

Needs Assessment

Even though I am a lead high school teacher and not a part of the technology department whatsoever, because I used to work in technology and have an edtech background, I'm the de facto tech at the school. Since there are so few staff (see **Stakeholders** section for more information) and I have worked closely with most of them for several years, I had a general idea of what would be some needs among staff, but I did not want my preconceived ideas consciously or subconsciously bias my survey questions, so I looked at more than 30 examples of school technology surveys found via various Google searches.

Before even starting to write any of my survey questions, I knew that I wanted the survey to be anonymous (so co-workers wouldn't be nervous that I was secretly collecting information for administration) and that I wanted to give good working definitions to categories for questions with using a Likert scale or rating scale for the response. In both the survey and the interview questions, I included questions about student behavior and its impact on technology usage. In this case "behavior" refers to maladaptive emotional responses that may or may not be related to technology usage.

Next I started thinking about which broad categories I would need to address so I could start to set up my survey design. I went with demographics, knowledge, skills, & attitudes, and barriers & access. The demographics I kept fairly simple, because I mostly wanted to see if there were any trends/differences between the support staff and the classroom staff, and if the different student groups influenced the needs of the teachers/staff.

For the KSA section, I used my working definitions and created response scales for different categories. Reflecting back on it, I see how much it focuses on the hardware, which may be due to the school environment (see **Available Technology** section). I wish I had been able to steer more towards the KSA of using technology with 21st century learners and how it changes teaching, to see which people were in the substitution/augmentation category and which were engaging in modification and redefinition.

I wanted to try and get my survey out as soon as possible because I know my co-workers are stressed about distance teaching and we had a week-long break at the start of February. I was concerned about getting the necessary 10 responses since my pool of stakeholders was so small, but I was lucky enough to get 10 responses within a few hours of sending the survey out. Because I got such a quick response, I used this input to guide my interview questions. Since

most of the stakeholders who answered the survey noted that student behavior was a hindrance, I wanted to get more information about that. I was surprised that there were not more suggestions for topics for professional development, but I still wanted to know which ways my co-workers prefer to learn. In general, I wanted to learn more about what these people would like to do, not just what they had been doing.

Getting the interviews completed was a much more laborious process compared to the surveys. I contacted the five respondents who agreed to be interviewed and tried to set up times to have Google Meets (since we still are working from home). There were never any good times, and then we went on the week-long break at the start of February. Finally I resorted to just emailing my list of questions and asking them to type their answers. I sent follow-up emails and "checked in" and even resorted to mild bribery. I began asking anyone and everyone if they would be willing to complete an interview, even if they hadn't done a survey. I was able to get one interview back, from a teacher (not an administrator) on February 25, 2021. I feel like had I been able to have those verbal interviews, I would have gotten more in-depth, helpful information, but I decided getting any information was better than no information. Since my interview information is so limited and took so long to receive, I've relied heavily on my survey data for my major outcomes and priority needs since I did not want to wait until the last second to have to write my report. Having such a limited amount of data might make it seem like I would not have to spend much time analyzing it, but in truth, I've spent a good amount of time trying to tease out whatever minute trends or outcomes I can.

Available Technology

All staff have access to computers during the day, with teachers and a few select support staff having laptops that can take home. The desktop computers located in the classroom for para

use are older, not in the best condition, and don't always get replaced when they break. Each classroom plus the conference room and the sensory room have a ceiling mounted projector (12 total). There are four touch screen TVs, with one reserved for the conference room, one for school age/middle school, and two for high school. Both hardwired internet and wireless are available in the building, but there have been issues with frequent outages due to temperature issues in the network closet and the switches overheating and turning off. Prior to COVID, all high school students had a dedicated Chromebook available for use during the school day, and a limited number of Chromebooks were available on a first come, first serve basis for the other students, although most of those classrooms also had at least one desktop available for student use and there was a computer lab with desktops. Currently, all students are one-to-one with Chromebooks, with some of them being touchscreen and some not, which go home with students during periods of distance learning. At the start of the year, three iPads were available to students, but some have been broken and were not replaced, and all were used very infrequently this year due to cross-contamination risks. Both staff and students use Google products such as Gmail, docs, slides, and online websites and resources, so there is minimal installed software.

Mainstay has two distinct disadvantages that effect availability of technology and technology professional development. With the student population being what it is, we have an incredibly high rate of breakage, which has increased ten-fold with students having more access to Chromebooks; it's pretty difficult to throw a desktop but very easy to throw a laptop. For similar reasons, the one touch screen TV for all the students besides high school is kept in an empty, locked classroom and tends to be used for a reward with only one student using it at a time. This also means that much of the technology budget is devoted to hardware. Secondly, since we serve multiple counties, no one county wants to pay for any sort of subscription or

access to online learning tools, so websites and online tools have to be free. Finally, while the school is serviced by IT for technical problems, we have very limited access to the Education Technology Specialists (EdTechs). Griffin Spalding county schools employs two EdTechs, but they are very busy and do not come to our school. Furthermore because of funding and how programs are paid, since Mainstay is under a different funding model, we cannot attend most of professional development technology trainings because of how they are funded. Thankfully I am close with the high school EdTech and she will slip me information on the sly, but it's no replacement for quality professional development from an EdTech.

Stakeholders

Mainstay has a smaller than average staff due to the smaller than average student population. There is a total of six support staff (two administrators, two behavioral interventionists, one counselor, and one social worker). For educational staff, there are two teachers and two paraprofessionals (paras) for school age, three teachers and two paras for middle school, and three teachers and two paras for high school, for a total of 14. The self-contained rooms have two teachers and three paras as well as a long-term sub who floats between the two rooms. The substitute is the only one I excluded from the needs assessment survey, so I had a total pool of 25 stakeholders. I sent all of these stakeholders a survey, partly to increase my chance of receiving at least 10 responses, but mostly because I believe all the staff have valuable input. Due to the nature of the Mainstay program, all staff interact with students on a daily basis, and they are aware of what goes on in the classroom during instruction. For age distribution, all age groups are equally represented, and from personal observation I know some of the younger staff who are not tech savvy and some of the staff who are close to retirement are very tech savvy.

Major Outcomes

Given the minimal amount of data collected, determining major outcomes has been difficult, but there some slight trends. Here are the major observations:

- While not unexpected, the most common identified limitation to technology usage was student behavior.
- After student behavior, inability to access online tools, knowledge on how to operate the technology, knowledge on how to integrate the technology, and not enough time to research and implement all tied for second place.
- There is heavy usage of educational websites, and multiple comments about not having access to websites or tools.
- There is only one concrete suggestion for professional development topics (Touchscreen and google classrooms) and a more general suggestion for "usage."
- Only one participant selected "availability of professional development" as a limitation, and no one found the quality of professional
- 30% of the responses came from support staff, despite only support staff only making up 24% of the stakeholder population, but given the very small sample size, I am not concerned about this.
- Self-contained educators were underrepresented (20% of stakeholders, but only 10% of respondents) which may be reflective of the use of technology in those rooms.
- School age educators were over represented, making up 16% of the stakeholders, but 40% of the respondents. Middle school educators were underrepresented (20%

stakeholders vs. 10% respondents) while high school educators were balanced (20% stakeholders and 20% respondents.

- The majority of respondents rated themselves as proficient in using email and are heavy users.
- I really wish that I had crafted the survey so that anyone who selected knowledge on how to operate the technology and/or knowledge on how to integrate the technology would have an additional question specifically asking what technology in particular instead of trying to figure out what they could be referring to by looking at their knowledge and attitudes responses.
- The one interview respondent did not believe that the school was lacking in any hardware or software
- The technology category of various Google products (sites, Jamboard) appeared to be somewhat of an outlier: it the most number of respondents who categorized themselves Aware, it had a high rate of Light usage, and it is the only technology that someone marked Dislike Extremely.
- No one disliked touchscreen TVs even though 30% of respondents rated their knowledge as in the awareness or beginner category, and 40% had no or light usage.

Based on these observations and more, one area of need clearly jumped out: educational websites. Email and educational websites almost tied in terms of users who rated themselves as intermediate or proficient, with moderate to heavy usage, and almost all who marked that they liked or extremely liked it. Inability to access online tools was one of the top limitations, and two out of the nine respondents listed it as the most important limitation. Thus, in

educational websites, we had a technology tool that people felt comfortable using, used a lot, and had a highly favorable opinion of it, but just couldn't get the access they needed.

Determining another area of need was more difficult. Since knowledge on how to use technology and knowledge on how to integrate were also limitations, I went through each of the technology categories listed, and tried to cross reference to see if I could see any trends.

Figure 1

Collection of specific knowledge, ability, and perceptions data

Category	awareness/beginner knowledge	light/N/A usage	dislike/dislike extremely	Like/like extremely
Hardware	2	1	N/A	7
Software	4	2	N/A	7
Email	N/A	N/A	N/A	10
Social Media	4	6	1	5
iPads	4	7	2	5
Docs/Slides	2	N/A	2	7
Classroom/Meets	3	1	2	7
Various Google	4	6	3	2
Touchscreen	3	4	N/A	6
Ed Websites	1	N/A	N/A	9
Chromebooks	3	3	N/A	5

With this, I looked at the key areas where knowledge might be lacking. Not surprisingly, the categories with more awareness/beginner had more responses for light or no usage.

However, instead of assuming that increasing knowledge would automatically increase usage, I looked at the number of respondents who had negative (dislike or dislike extremely) or positive (like or like extremely) perceptions for each category. Although it could be that if someone had more knowledge about technology, or used it more, their perception of it might become more positive, there potentially could be higher rates of adoption of a technology if no one had to change their opinion, so to speak. After eliminating the technology that had any responses for dislike or dislike extremely, I looked at the technologies that had higher numbers of awareness/beginning (so low knowledge on usage) and no or light usage (so low integration) but had completely neutral or positive perceptions. Using these qualifications, touchscreen TVs appeared to be the type of technology that respondents would be most likely to want to learn about. Aiding in that decision was the fact that the only real suggestion for a professional development topic was touchscreen TVs, this appeared to be a second area of need.

Now that I had touchscreen TVs identified as a "what" I needed to determine the "why" and the "how" – why would this technology be useful and how could it be tied to specific learning outcomes. The survey and interview data did not yield any direct answers for this (if only it had!) so once again I tried to tease out answers indirectly. I focused on these key points:

1. "However technology is used as a hook to get students interest in the classroom." (G. Adams, personal interview, February 25, 2021).
2. Student behavior was the most frequently selected limitation.
3. Negative student behaviors decrease when they are interested and involved in the academic material, which I know from personal experience.

4. Not enough time to research and implement was also cited as a limitation.

With these in mind, I decided that a possible major outcome would be that teachers could benefit from general hands on instruction on how to operate the touchscreen TVs and personalized one-on-one assistance on integrating the technology and determining potential hooks for teachers' individual lessons in the hopes of reducing negative student behavior.

Priority Needs

Based on this needs assessment, two priority needs were identified: increasing access to online educational websites and tools, and provide professional development on usage and integrating touchscreen TVs into lessons.

As detailed in the Major Outcomes section, increasing the usage of online educational websites and tools appears to be an issue of access instead of lack of knowledge or lack of ability. Websites/tools may be inaccessible for four reasons:

1. The district uses blocking software called Blocksi to block sites on student Chromebooks, although teachers aren't blocked.
2. The district as a whole has blocked certain sites or keywords and is blocked for all users, students and teachers.
3. The site requires a paid subscription, which the school has not purchased or cannot purchase due to budget limitations.
4. The sites use extra technology not available, such as websites that use VR headsets or devices like phones to scan QR codes.

The first cause is the easiest to remedy because teachers have the ability to access the Blocksi software and whitelist or block sites for certain students. Most teachers are not aware of this feature, but it is not complex to learn. The second cause is potentially an easy fix as well

since the IT department allows for requests to whitelist sites, but many people do not know how to put in an online technology request. IT can turn down a request, but assuming the site is truly educational, the chances are slim. The third and fourth causes are the most difficult to remedy because of the additional expense and the potential lack of a "one size fits all" answer. For the first two causes, it doesn't matter that the 1st grade teacher uses a different site than the 7th grade, because the fixes are free no matter the site. When purchasing a paid subscription or extra tools, the resource (money) is finite and must be rationed. Is it better to pay for a site that many teachers might use occasionally but might not, or a site that one or two teachers might use on a regular basis? If there are multiple requests, which is selected? Despite these issues, this is a worthwhile need to address because teachers are already using similar technology in the classroom and want to be able to use more.

The second priority need is giving teachers the knowledge on how to use the touchscreen TVs and how to incorporate them into the classroom in specific lessons. This is a cost-efficient need since the technology is already present in the school and the teachers appear to be motivated to adopt the technology but lack the time to research how exactly it can be incorporated. Addressing this need would require both generalized information (how to physically work the TV and navigate between the different features) and individualized information (how can one particular teacher use the technology in one specific lesson). In a regular school it would not be possible to work with every single teacher one-on-one, but Mainstay has 10 teachers.

Currently there are several potential causes for this deficit:

1. Fear of student behavior around the technology
2. Lack of access to the technology

3. Lack of teacher knowledge on how to use the TVs
4. Lack of teacher time to research and investigate specific ways to integrate

The first barrier is the most difficult to correct. There are only four TVs in the building and one has already had to be repaired twice. Student behavior is very unpredictable and situations can escalate quickly, and technology is damaged on a frequent basis. The high school teachers do not lack for access, but all other grades have to share one or use the one in the conference room. In the future there might be the budget for more TVs if they are being fully utilized, but until then teachers can continue to sign up for the TV as needed and hope there are not too many conflicts. Teaching staff on how to use the technology would not be difficult in the sense that the technology itself is not very complicated, but PD sessions would be limited to only four staff at a time for them to receive hands on training. Assisting teachers with finding specific ways to integrate the technology into specific lessons would be the most time-consuming, but that level of personalized professional development is consistently found to be the most helpful and the most likely to foster further adoption of the technology. The solutions for causes three and four are incredibly cost efficient since they only cost the time (and thus salary) for the person(s) providing the training.

Figure 2
Needs, causes, and consequences chart

NEED	CAUSES	CONSEQUENCES	DIFFICULTY TO CORRECT (LOW, MEDIUM, HIGH)
Better access to online websites and tools	1. Sites are blocked on student chromebooks by Blocksi software 2. Sites are blocked by IT department for the district 3. Sites are inaccessible	1. Students can't access site, but teachers can 2. Neither students nor teachers can access site 3. Teachers and students cannot use the resources on the site	1. Easy 2. Easy 3. Hard 4. Hard

	due to lack of subscription 4.Lack of technology to fully utilize websites and tools.	4. Teachers and students cannot use the resources or use the resources fully	
Ability to integrate TVs into classroom lessons	1.Fear of student behavior around technology 2.Lack of access to the technology 3.Lack of teacher knowledge on how to use the TVs 4.Lack of teacher time to research and investigate specific ways to integrate	1.Technology isn't used for fear students will break it and thus cannot contribute to student learning 2.Teachers and students don't have access to the TVs when they need them which hinders potential use 3.Teachers don't use the technology or use it very infrequently 4.Technology is used infrequently or only used for very superficial reasons	1. Hard 2. Medium 3. Medium 4. Medium

Action Plan

Figure 3

Action plan for increasing access to online websites and tools

SOLUTION	RATIONALE	TIMELINE	RESOURCES
Train teachers on how to use Blocksi	This is an easy fix that can done in-school for no cost except time and salary of trainer	Immediately	EdTech person Staff
Train teachers on how to complete IncidentIQ requests	This is an easy fix that can done in-school for no cost except time and salary of trainer	Immediately	EdTech Staff
Talk with admin about budget for websites and possibility of using grant money	There might already be money available to purchase subscriptions and gains administrative support for potential grant writing	1-2 weeks	Admin Budget money (potentially)
Survey staff on sites they wish to use but	Need names of specific sites	1 month	Staff EdTech

require a paid subscription			Google Forms
Contact identified websites for quotes on subscriptions	Need a better idea of how much it would cost	1 month	EdTech Contact information on websites
Prioritize which websites to focus on, looking at price and how many people would use it	A cost-benefit analysis will make sure money is spent wisely and determine an actual money amount to try and get via grants	1 month	EdTech
Research grant options for requirements and timelines	Need to know what grant options are available.	Ongoing, several months	EdTech Grant agencies
Write grant for money to purchase subscription	Self-explanatory	5 months	EdTech

Figure 4

Action plan for integrating touchscreen TVs into classroom lessons by addressing lack of knowledge to use and lack of knowledge to integrate

SOLUTION	RATIONALE	TIMELINE	RESOURCES
Create simplistic tutorial material on how to use the general features of the TV	The material can act as a refresher for what people learn in the hands-on PD session	1 month depending on availability of EdTech	EdTech TV Help material already created, potentially from TV manufacturer
Schedule several small PD sessions at various times during the day	Only a few staff can receive PD at one time due to availability of TVs, and staff are probably not all available at the same time	1-2 months depending on availability of staff	EdTech Staff Multiple TVs Meeting space
Identify which teachers would like one on one assistance on integrating tech into their lessons	Instead of trying to help all staff, it is more efficient to target those who already have ideas in mind	2 weeks – 1 month depending on response time	EdTech Staff
Have short talk with each teacher about a potential lesson or	Self-explanatory	1 -3 months Depending on staff who want assistance	EdTech Staff

topic they would like to use			
Research potential ways the technology can be used for the lesson and present to teacher	Self-explanatory	2-4 months depending on staff who want assistance, and can run concurrently with previous step	EdTech Staff TV
Be on hand for troubleshooting when staff presents the lesson	Staff might be nervous when using and successfully using the technology fosters more confidence and more usage in future	2-4 months depending on staff who want assistance, and can run concurrently with previous step	EdTech Staff Students TV
Follow-up with staff at varying intervals to check in and see how they are doing	Staff have valuable input and may have suggestions on how to improve or offer suggestions for use that can later be used with other teachers	3-4 months and beyond	EdTech Staff

Appendix A
Original Survey

Technology Needs Assessment

For the purpose of the survey:
Classroom Staff = staff that are primarily in one classroom all day
Support Staff = all other staff members

All responses are anonymous, but if you would be willing to complete a short interview, there is a section at the bottom to leave an email address.

Thank you!

* Required

1. Are you classroom or support staff? *

Mark only one oval.

- ◯ Classroom
- ◯ Support

2. Which age group(s) do you work with the most? (select all that apply) *

Check all that apply.

- ☐ K-5
- ☐ 6-8
- ☐ 9-12
- ☐ Self-Contained (mild - moderate)
- ☐ Self-Contained (moderate - severe)

Knowledge, Skills, Attitudes

Assessment of abilities

For the following question, these are the definitions being used:
Awareness -- I am aware that this exists, but I don't use it
Beginner -- I feel like I understand the basics, but I'm not going to do anything fancy
Intermediate -- I'm comfortable enough that it's easy to use
Proficient -- I know this well enough that I could demonstrate it to others

3. *

Check all that apply.

	Awareness	Beginner	Intermediate	Proficient
Hardware (computers, laptops)	☐	☐	☐	☐
Installed software (Word, PPT, etc.)	☐	☐	☐	☐
Email	☐	☐	☐	☐
Social Media platforms	☐	☐	☐	☐
iPads	☐	☐	☐	☐
Google Docs, Slides, Drive	☐	☐	☐	☐
Google Classroom and Google Meets	☐	☐	☐	☐
Various Google products (sites, Jamboard, etc.)	☐	☐	☐	☐
Touchscreen TVs	☐	☐	☐	☐
Educational websites	☐	☐	☐	☐
Student Chromebooks	☐	☐	☐	☐

Usage in the classroom

For the following question, these are the definitions being used:
Light -- monthly
Moderate -- weekly
Heavy -- daily
N/A -- I do not use this

4. *

Check all that apply.

	Light	Moderate	Heavy	N/A
Hardware (computers, laptops)	☐	☐	☐	☐
Installed software (Word, PPT, etc.)	☐	☐	☐	☐
Email	☐	☐	☐	☐
Social Media platforms	☐	☐	☐	☐
iPads	☐	☐	☐	☐
Google Docs, Slides, Drive	☐	☐	☐	☐
Google Classroom and Google Meets	☐	☐	☐	☐
Various Google products (sites, Jamboard, etc.)	☐	☐	☐	☐
Touchscreen TVs	☐	☐	☐	☐
Educational websites	☐	☐	☐	☐
Student Chromebooks	☐	☐	☐	☐

Perceptions of technology

For the following question, these are the definitions being used:
Dislike Extremely -- I dislike this technology so much that I wish I never had to use it
Dislike -- I will try to find ways to avoid using this technology if possible
Neutral -- I neither like nor dislike this technology
Like -- I enjoy using it and will use it if I can
Like Extremely -- I will purposefully seek out ways to use this technology as much as possible

5. *

Check all that apply.

	Dislike Extremely	Dislike	Neutral	Like	Like Extremely
Hardware (computers, laptops)	☐	☐	☐	☐	☐
Installed software (Word, PPT, etc.)	☐	☐	☐	☐	☐
Email	☐	☐	☐	☐	☐
Social Media platforms	☐	☐	☐	☐	☐
iPads	☐	☐	☐	☐	☐
Google Docs, Slides, Drive	☐	☐	☐	☐	☐
Google Classroom and Google Meets	☐	☐	☐	☐	☐
Various Google products (sites, Jamboard, etc.)	☐	☐	☐	☐	☐
Touchscreen TVs	☐	☐	☐	☐	☐
Educational websites	☐	☐	☐	☐	☐
Student Chromebooks	☐	☐	☐	☐	☐

Barriers and Access

6. What limits your use of technology (check all that apply) *

Check all that apply.

- [ ] Lack of hardware (student or teacher)
- [ ] Lack of software
- [ ] Inability to access online tools (website blocked, requires subscription, etc.)
- [ ] Student behaviors
- [ ] Knowledge on how to operate the technology
- [ ] Knowledge on how to integrate the technology into teaching practices
- [ ] Not enough time to research and implement
- [ ] Technologies and tools change too rapidly
- [ ] Lack of personalized support (technical or instruction)
- [ ] Availability of professional development
- [ ] Quality of professional development
- [ ] N/A I have no limits/the sky's the limit
- [ ] Other: _____

7. Out of all the limitations selected, which three are the MOST important? *

_____

_____

_____

_____

_____

8. How would you like those limitations to be addressed? What would "fix" the problem(s)? *

_____

_____

_____

_____

_____

9. What do you feel you need in order to increase your technology use? *

10. What topics (if any) would you like to see covered in technology professional development sessions? *

11. (Optional) If you are willing to participate in a short interview, please leave your email address

Appendix B

Interview Questions

What do you think is the proper role of technology in the classroom? A supplement to traditional teaching methods? An extraneous headache? Integral to the classroom?

Do you think our specialized population of students have different technology needs than their peers in the gen ed setting? Why or why not?

In general, do you feel when given new technology? How long does it normally take for you to feel comfortable (if ever)?

Think about a time that you used technology successfully -- what were the tools and what did you do?

What are your greatest frustrations about technology usage?

What technology hardware (computers, SMARTboards, printers, drones, etc.) do you feel the school is lacking? How would you use it/them?

What technology software and/or paid online tools and websites do you feel the school is lacking? How would you use it/them?

You have a very generous budget and weeks of paid planning time -- what technology project(s) would you pursue for your classroom?

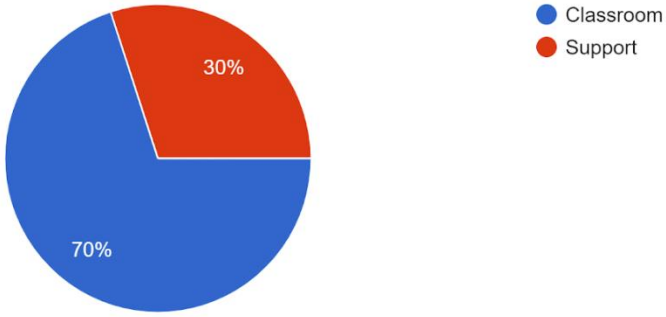
Think back on any technology professional development sessions you have attended. What did instructors do that worked? What didn't?

(Staff) How can admin best support and promote technology usage among staff?
(Admin) What do you do to support and promote technology usage among staff?

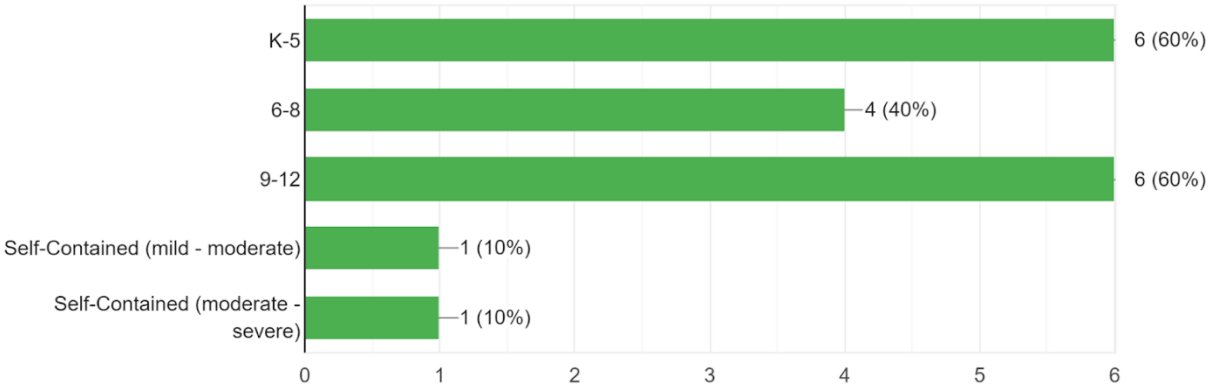
Is there anything we didn't cover that you would like to add?

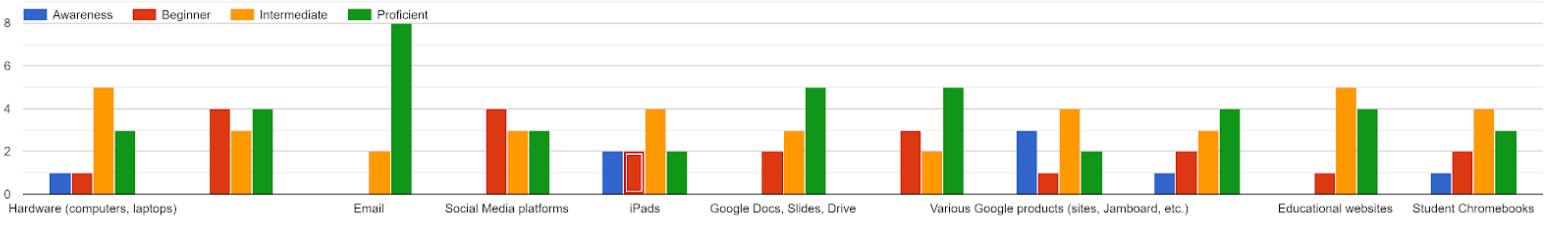
Appendix C
Survey Results

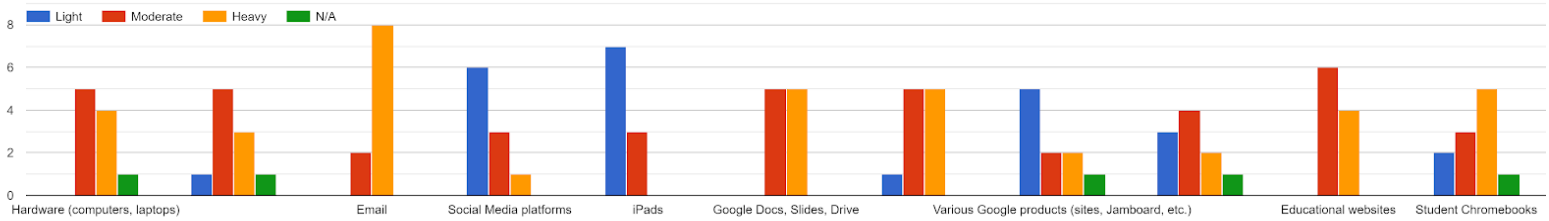
Are you classroom or support staff?
10 responses

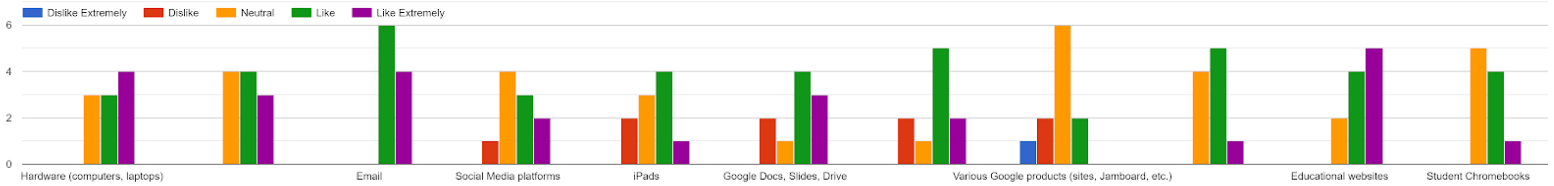


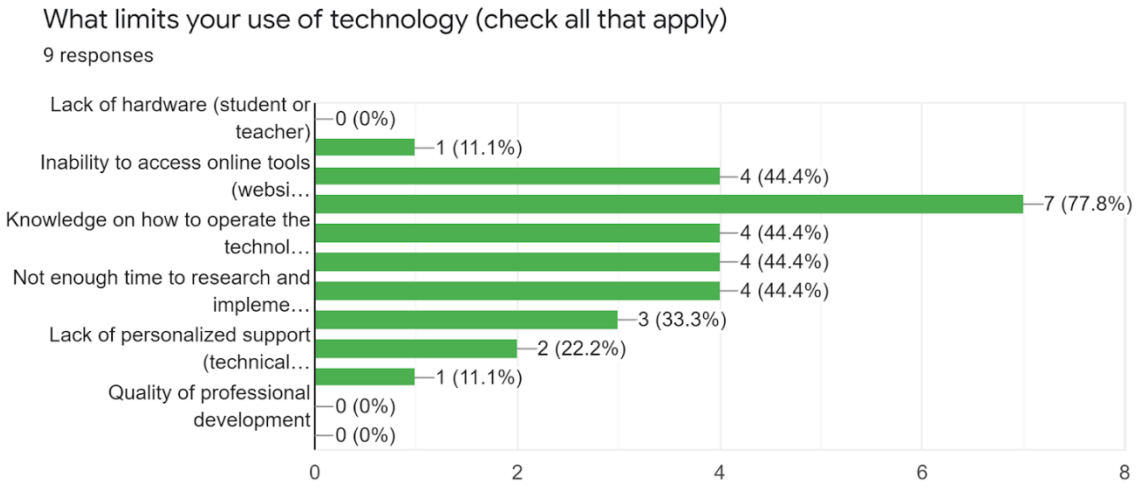
Which age group(s) do you work with the most? (select all that apply)
10 responses






Light
Moderate
Heavy
N/A
8
6
4
2
0
Hardware (computers, laptops)
Email
Social Media platforms
iPads
Google Docs, Slides, Drive
Various Google products (sites, Jamboard, etc.)
Educational websites
Student Chromebooks


Dislike Extremely
Dislike
Neutral
Like
Like Extremely
6
4
2
0
Hardware (computers, laptops)
Email
Social Media platforms
iPads
Google Docs, Slides, Drive
Various Google products (sites, Jamboard, etc.)
Educational websites
Student Chromebooks


What limits your use of technology (check all that apply)
9 responses
Lack of hardware (student or teacher)
0 (0%)
Inability to access online tools (websi…
1 (11.1%)
Knowledge on how to operate the technol…
4 (44.4%)
Not enough time to research and impleme…
7 (77.8%)
Lack of personalized support (technical…
4 (44.4%)
Quality of professional development
4 (44.4%)
3 (33.3%)
2 (22.2%)
1 (11.1%)
0 (0%)
0 (0%)
0
2
4
6
8

Out of all the limitations selected, which three are the MOST important?

9 responses

- Blocked websites
- Student behavior
- Knowledge to integrate.
- Lack of personalized, knowege
- Student Behaviors
- Knowledge, Behavior, change
- Online tools sometimes they are blocked.
- Knowledge on how to operate the technology

How would you like those limitations to be addressed? What would "fix" the problem(s)?

9 responses

- Give teachers the ability to allow students to get on them when needed
- Limit access
- Not sure.
- Hands on instruction
- Not sure whether that is possible.
- Unsure
- not sure, it is a hard situation because of our student population
- Professional Development over time.

What do you feel you need in order to increase your technology use?

9 responses

Touch able projector screen.

Knowledge of products

Just some guidance.

Hands on instruction

Decreased behavior toward technology.

More training

Just more usage

Knowledge on how to operate the technology

What topics (if any) would you like to see covered in technology professional development sessions?

9 responses

N/a

Unsure

Usages

I'm open to suggestions.

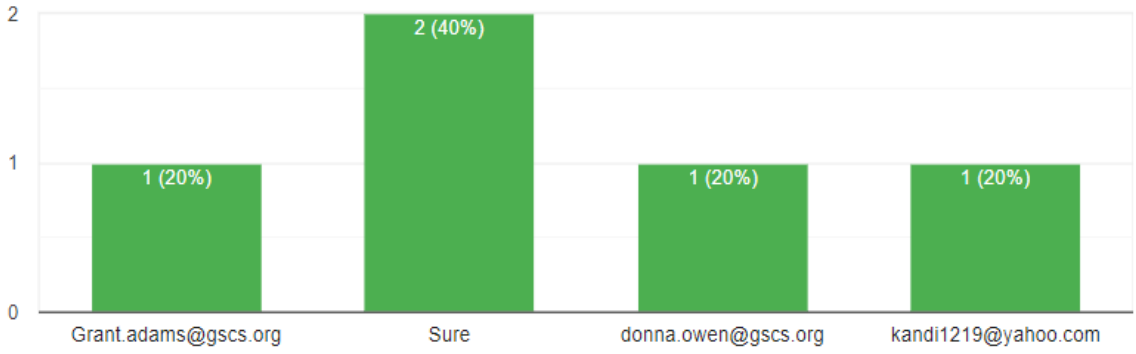
Touchscreen and google classroom

N/A

Time to put into practice.

(Optional) If you are willing to participate in a short interview, please leave your email address

5 responses



Appendix D

Interview responses from G. Adams

What do you think is the proper role of technology in the classroom? A supplement to traditional teaching methods? An extraneous headache? Integral to the classroom?

Technology should be used as a supplemental means in helping students in the classroom. Students need to share ideas among themselves in a free expression. Technology can interfere or discourage students from free exchange of ideas. However technology is used as a hook to get students interest in the classroom.

Do you think our specialized population of students have different technology needs than their peers in the gen ed setting? Why or why not?

They have the same needs as the students in the general ed setting. If we want to blend our students back into the general ed setting technology needs to be used so they will not feel intimidated in that setting when they return.

In general, do you feel when given new technology? How long does it normally take for you to feel comfortable (if ever)?
Six months

Think about a time that you used technology successfully -- what were the tools and what did you do?
Google classroom used during virtual learning.

What are your greatest frustrations about technology usage?
Updates that do not fix problems.

What technology hardware (computers, SMARTboards, printers, drones, etc.) do you feel the school is lacking? How would you use it/them?
Currently I feel the school is not lacking.

What technology software and/or paid online tools and websites do you feel the school is lacking? How would you use it/them?
Currently I feel the school is not lacking.

You have a very generous budget and weeks of paid planning time -- what technology project(s) would you pursue for your classroom?
None at this time.

Think back on any technology professional development sessions you have attended. What did instructors do that worked? What didn't?
Google classrooms worked.

(Staff) How can admin best support and promote technology usage among staff?
Training on new hardware and software.
(Admin) What do you do to support and promote technology usage among staff?

Is there anything we didn't cover that you would like to add?
No