

Literacy & Technology Survey

Please answer all of the questions and if you are uncertain of your response, you may always select "Neutral" or "Neither agree nor disagree."

* Required

1. Please give us your name. *

Beliefs about Teaching English Language Arts

The first group of questions are designed to help us gain a better understanding of the kinds of things that creates successes or challenges for teachers in teaching English Language Arts. Please indicate your opinion about each of the statements below.

2. Questions *

Mark only one oval per row.

	Strongly Agree	Moderately Agree	Neutral	Moderately Disagree	Strongly Disagree
When students' ELA improves, it is usually because I found better ways of teaching that student.	<input type="radio"/>				
Even a good ELA teacher may not reach many students.	<input type="radio"/>				
If a student did not remember what I taught in a previous ELA lesson, I would know how to increase his/her retention in the next lesson.	<input type="radio"/>				
The hours in my class have little influence on students' ELA performance compared to the influence of their home environment.	<input type="radio"/>				
If a student masters a new concept quickly, this is because I knew the necessary steps in teaching this concept.	<input type="radio"/>				
If I try really hard, I can help students with the most difficult ELA problems.	<input type="radio"/>				
When a student does better than usual in ELA, it is because I exerted a little extra effort.	<input type="radio"/>				
If students are not disciplined at home, they are not likely to accept any discipline during the ELA period.	<input type="radio"/>				
When a student is having difficulty with a ELA assignment, I would have no trouble adjusting it to his/her level.	<input type="radio"/>				
The influence of a student's home experience on ELA can be overcome by good teaching.	<input type="radio"/>				

A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her ELA achievement.

If one of my students could not do an assignment, I would be able to accurately assess whether the assignment was at the correct level of difficulty.

The amount a student can learn in ELA is primarily related to family background.

If a student becomes disruptive and noisy during ELA time, I feel assured that I know some techniques to redirect him/her quickly.

When students' ELA performance improves, it is usually because I found more effective teaching approaches.

If parents would do more in ELA with their children, I could do more.

Literacy & Technology Self-Assessment

Next, we want to get a sense of your comfort level with technology. Technology is a broad concept that can mean a lot of different things. For the purpose of this questionnaire, technology is referring to digital technology. That is, the digital tools we use such as computers, laptops, Chromebooks, smart phones, interactive whiteboards, software programs, etc.

3.

4. Questions *

Mark only one oval per row.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I know how to solve my own technical problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can learn technology easily.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I keep up with important new technologies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I frequently play around with technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know about a lot of different technologies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the technical skills I need to use technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know about technologies that I can use for understanding and doing literacy activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can choose technologies that enhance the teaching approaches for a lesson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can choose technologies that enhance students' learning for a lesson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professional development activities have caused me to think more deeply about how technology could influence the teaching approaches I use in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am thinking critically about how to use technology in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can adapt the use of the technologies that I am learning about to different teaching activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I can provide leadership in helping others to coordinate the use of content, technologies, and teaching approaches at my school or district.

I can choose technologies that enhance the content for a lesson.

I can teach lessons that appropriately combine literacy, technologies, and teaching approaches.

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