Using the LoTi Digital Age Survey for professional development and technology planning is part of an ongoing nationwide effort to promote digital age teaching, learning, and leadership as defined by the Partnership for 21st Century Skills (P21) and the International Society for Technology in Education (ISTE) Standards. The individual information collected from this survey will remain anonymous, while the aggregate information will provide various comparisons for your school, district, regional service agency, and/or state department of education.

The LoTi Digital Age Survey takes about 20-30 minutes to complete. The purpose of this survey is to determine your current professional development priorities related to the ISTE Standards for Administrators based on your current position. Completing the survey will enable your educational institution to make better choices regarding staff development and future technology purchases.

The LoTi Digital Age Survey is comprised of a series of questions and statements about the instructional use of technology within your school/district. The pre-survey questions/statements inquire about the digital landscape, administrator perceptions, school climate, use of classroom resources, and standards-based learning in your school/district. The instructional leader statements inquire about the specific uses of digital and/or environmental resources during instruction and the supports you provide for staff towards their successful implementation; these statements were developed from typical responses of K-12 educators. The instructional leader statements represent a wide range of uses of digital and/or environmental resources that you may currently experience or support, in varying degrees of intensity. Digital and/or environmental resources are defined as:

**Digital Tools and Resources**

Digital tools and resources represent a variety of technologies to augment and restructure student learning including social learning apps (e.g., EduBlogs, Skype, Ning), productivity apps (e.g., Edmodo, Google Apps, Socrative, Animoto), content apps (e.g., Kahn Academy, BrainPop, Smithsonian Channel), support apps (e.g., Prezi, Wordle, Quizlet, Google Earth, YouTube), productivity tools (e.g., databases, word processing, multimedia, spreadsheets), communication tools (e.g., blogs, wikis, journals, discussion boards), and hardware (e.g., laptops, mobile devices, interactive boards, digital responders, digital cameras).

**Environmental Resources**

Environmental resources represent any non-digital artifact that augments student learning including manipulatives, displays, guest speakers, photos, games, scientific tools, athletic equipment, art supplies, and household devices.

Please answer the pre-survey questions with candor and respond to the instructional leader statements by selecting the frequency that best represents the use of digital and/or environmental resources in your school/district. **PLEASE NOTE THAT MANY OF THE LEARNING EXPERIENCES THAT ARE DESCRIBED ARE NOT INTENDED TO BE CONDUCTED DAILY.** To obtain targeted resources with your results, fill out as much of the information as accurately as possible.
LoTi Digital Age Survey: Digital Landscape
Select the response for each question below that best represents the digital landscape in your school or district.

1. How many years of experience do you have in education?
   - Less than Five Years
   - Five to Nine Years
   - Ten to Twenty Years
   - More than Twenty Years

2. Which statement best describes your school/district’s digital infrastructure?
   - No access to digital resources
   - Teacher workstations only
   - Classroom laptops/mobile device stations
   - Access to laptops/mobile device carts
   - One-to-one laptops/mobile devices
   - BYOD (Bring Your Own Device)
   - Other

3. Which model best describes the predominant approach to blended or hybrid learning used in your school/district? Blended learning models include Flipped Classroom, Rotation, Online Lab, Flex, Self-Blend, Supplemental, Face-to-Face Driver, and Online Driver.
   - No Blended Learning Model
   - Blended Learning using a Flipped Classroom Model
   - Blended Learning using a Rotation Model
   - Blended Learning using an Online Lab Model
   - Blended Learning using a Flex Model
   - Blended Learning using a Self-Blend Model
   - Blended Learning using a Supplemental Model
   - Blended Learning using a Face-to-Face Driver Model
   - Blended Learning using an Online Driver Model
   - Other

4. From which source do you most frequently seek guidance, information, inspiration, and/or direction relating to the instructional use of digital resources in your school/district?
   - Students
   - Other Administrators
   - School/District Specialists (e.g., Media/Technology Specialist, Instructional Specialist)
   - Classroom Teachers (e.g., Mentors, Peer Coaches)
   - Specific websites (e.g., Teaching Channel, YouTube, Kahn Academy, Online Subscriptions)
   - Other (e.g., College Professor, Conference Presenter, Business/Community Member, Vendor)

5. What do you perceive as the greatest obstacle to advancing the use of digital resources in your school/district?
   - None
   - Lack of Access to Digital Resources
   - Time to Learn, Practice, and Plan
   - Required Instructional Priorities (e.g., Statewide Testing, New Textbook Adoptions)
   - Lack of Staff Development Opportunities
   - Other

LoTi Digital Age Survey: Leader Perceptions
Select the response for each statement below that best represents your perceptions about the use of digital resources in your school/district.

6. I believe the use of digital resources can positively impact student learning and achievement.
   - Strongly Agree
   - Agree
   - No opinion
   - Disagree
   - Strongly Disagree

7. I ensure that the staff possesses the necessary skills to integrate digital resources successfully during classroom instruction.
   - Strongly Agree
   - Agree
   - No opinion
   - Disagree
   - Strongly Disagree

8. I ensure that the staff knows where (e.g., Teaching Channel, YouTube, Kahn Academy) or who (e.g., campus technology specialist, academic coach, grade level teacher, curriculum coordinator) to go to for support with using digital resources in the classroom.
   - Strongly Agree
   - Agree
   - No opinion
   - Disagree
   - Strongly Disagree
9. I provide useful feedback for my staff on the integration of digital resources during classroom instruction.
   - Strongly Agree
   - Agree
   - No opinion
   - Disagree
   - Strongly Disagree

**LoTi Digital Age Survey: School Climate**
Select the response for each statement below that best represents your perceptions about the educational climate at your school.

10. The staff are treated as respected educational professionals on my campus.
    - Strongly Agree
    - Agree
    - No opinion
    - Disagree
    - Strongly Disagree

11. I engage in a two-way cycle of communication and feedback with my staff.
    - Strongly Agree
    - Agree
    - No opinion
    - Disagree
    - Strongly Disagree

12. I listen to my staff, represent them when necessary, and encourage them to have a voice on campus.
    - Strongly Agree
    - Agree
    - No opinion
    - Disagree
    - Strongly Disagree

13. I ensure that the shared vision for our school’s use of digital resources is understood and supported by all stakeholders.
    - Strongly Agree
    - Agree
    - No opinion
    - Disagree
    - Strongly Disagree

14. I provide the necessary support structure for my staff to complement their whole group approach with learning stations/centers, cooperative grouping, and/or individualized instruction to maximize student learning.
    - Strongly Agree
    - Agree
    - No opinion
    - Disagree
    - Strongly Disagree

**LoTi Digital Age Survey: Use of Resources**
Select the response for each question below that best represents how often digital and/or environmental resources are being used during instruction.

15. How often do you expect students on your campus to use digital tools during the instructional day?
    - Never
    - At least once a year
    - At least once a month
    - At least once a week
    - At least once a day
    - Multiple times each day

16. How often do you expect teachers on your campus to use digital tools during the instructional day?
    - Never
    - At least once a year
    - At least once a month
    - At least once a week
    - At least once a day
    - Multiple times each day

**LoTi Digital Age Survey: Standards-Based Learning**
Select the response that best represents how often standards drive student learning experiences.

17. How often are students on your campus involved in standards-based learning experiences during the instructional day?
    - Never
    - At least once a year
    - At least once a month
    - At least once a week
    - At least once a day
    - Multiple times each day
LoTi Digital Age Survey: Instructional Leader Statements
Select the response that best represents how often the statement mirrors the instructional practices in your school/district.

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<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<tbody>
<tr>
<td>Never</td>
<td>At least once a year</td>
<td>At least once a semester</td>
<td>At least once a month</td>
<td>A few times a month</td>
<td>At least once a week</td>
<td>A few times a week</td>
<td>Daily</td>
</tr>
</tbody>
</table>

1. Students on my campus use digital tools and/or environmental resources that require them to analyze information and ask questions.
2. Students on my campus replace traditional reports with web-based or multimedia presentations (e.g., Prezi, PowerPoint, Google Slides) that showcase information on topics assigned by their teachers.
3. Students on my campus participate in web-based tasks that emphasize problem-solving and decision-making aligned to the content standards.
4. I use the principles of data-driven decision-making to guide continuous improvement and increase the performance levels of staff and students on my campus.
5. Students on my campus use digital tools and/or environmental resources to explore solutions to teacher-directed problems that require inventive thinking.
6. Students on my campus use collaborative digital tools (e.g., Google Docs, social media, wikis) and/or environmental resources beyond the school building (e.g., community action groups, parents, elected officials) to create solutions for real world problems (e.g., bullying, health awareness, election apathy, global warming).
7. I promote, monitor, and model the ethical use of digital tools on my campus (e.g., appropriate citing of resources, respecting copyright permissions).
8. I advocate for programs and funding opportunities at the local, state, and/or national levels that promote the strategic and intentional uses of digital tools in the classroom.
9. Students on my campus find innovative ways to use our school’s advanced digital tools (e.g., 1:1 mobile devices, digital media authoring tools, probeware with GPS systems) for inquiry-based learning opportunities that use social media.
10. I model and facilitate the effective use of current and emerging digital tools to support a shared vision for teaching and learning on my campus.
11. I expect staff to use digital tools to support their instruction (e.g., multimedia, online tutorials, online simulations, videos) so that students can better understand the content being taught.
12. I expect that teachers alone should use the classroom digital tools during instruction due to the amount of content that must be covered by the end of each marking period.
13. I intentionally promote professional learning communities for staff to explore different digital tools unique to their grade level/content area that support a shared vision for student success and innovation in the classroom.
14. I take the necessary steps (e.g., conversations with building/district technology liaisons, emails to staff, discussions at curriculum meetings) to ensure that all digital tools and/or environmental resources on campus are (1) current, functional, and accessible for staff and students and (2) aligned with all continuous improvement efforts.
15. I strategically promote and monitor professional learning communities that enable staff to analyze data and make recommendations impacting student academic growth and current instructional practices on campus.
16. Students on my campus use digital tools and/or environmental resources to participate in online projects with others beyond the classroom.
17. Students on my campus use digital tools and/or environmental resources for (1) collaboration, (2) publishing, and (3) research to tackle real world questions, issues, and/or controversies within our community.
18. I encourage staff to model for students the safe and legal use of digital tools while they are delivering content and/or confirming student understanding of pertinent concepts.
19. Students on my campus model the “correct and careful” use of digital tools (e.g., ethical usage, proper digital etiquette, protecting their personal information) and are aware of the consequences regarding their misuse.

20. I continually work with my staff to generate a shared vision as well as an expectation for the ongoing use of digital tools and/or environmental resources to improve student learning.

21. Students on my campus use digital tools and/or environmental resources to define real life problems and then find solutions that are grade level appropriate.

22. Students on my campus engage in standards-based applied learning projects that emphasize creative thinking and student use of digital tools.

23. I provide ongoing professional growth opportunities for staff to design student-centered performance assessments that involve students transferring what they have learned to a real world context using the available digital tools and/or environmental resources.

24. I promote strategic partnerships with outside organizations, businesses, government agencies, or other entities to provide authentic opportunities for staff and students to engage in real world problem-solving aligned to our content standards.

25. Students on my campus use the classroom digital tools and/or environmental resources to engage in relevant, challenging, self-directed learning experiences that address the content standards.

26. Students on my campus complete web-based tasks that emphasize high level cognitive skills (e.g., Bloom—analyzing, evaluating, creating; Webb—strategic and extended thinking).

27. Students on my campus use digital tools and/or environmental resources to confirm their content understanding or to improve their basic math and literacy skills.

28. Students on my campus use digital tools and/or environmental resources for research purposes (e.g., data collection from questionnaires and surveys) that require them to make predictions and draw conclusions.

29. I elicit feedback from stakeholders on campus to ensure that the most current technology infrastructure is in place to support learning outcomes that promote higher order thinking, engaged learning, and authentic connections to the content.

30. I allocate the necessary financial and human resources to provide equitable digital age learning and working environments for all students and staff members.

31. Students on my campus apply their classroom content learning to real world situations within the local or global community using the digital tools at their disposal.

32. Students on my campus use digital tools (e.g., interactive whiteboard, digital student response system, wikis, blogs) and/or environmental resources (e.g., manipulatives, graphic organizers, dioramas) to reinforce specific content standards and confirm student learning.

33. Students on my campus use digital tools and/or environmental resources for higher-order thinking and personal inquiry related to project-based learning (PBL) experiences.

34. Students on my campus use all forms of the most advanced digital tools to pursue collaborative problem-solving opportunities of personal and/or social importance.

35. I model and advocate for the use of assistive technologies that are available to meet the diverse demands of special needs students.

36. I promote the effective use of digital tools on my campus and within my professional community.

37. I challenge my staff to consider how students will apply what they have learned in class to the world they live in when planning instruction and assessment strategies.