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 Teachers 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 in your classroom and within your school/district. The pre-survey questions/statements inquire about the digital landscape, teacher perceptions, school climate, use of classroom resources, and standards-based learning in your learning environment. The teacher statements inquire about the specific uses of digital and/or environmental resources during instruction; these statements were developed from typical responses of K-12 educators. The teacher 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 classroom.

1. How many years of teaching 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 classroom’s digital infrastructure?
   - No access to digital resources
   - Teacher workstation only
   - Classroom laptop/mobile device station(s)
   - Access to laptop/mobile device cart(s)
   - One-to-one laptop/mobile devices
   - BYOD (Bring Your Own Device)
   - Other

3. Which model best describes your approach to blended or hybrid learning in the classroom?
   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

4. From which source do you most frequently seek guidance, information, inspiration, and/or direction relating to your classroom use of digital resources in the classroom?
   - Students
   - Building Administrators
   - School/District Specialists (e.g., Media/Technology Specialist, Instructional Specialist)
   - Classroom Teachers (e.g., Other Colleagues, 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 your use of digital resources in your instructional setting?
   - 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: Teacher Perceptions

Select the response for each statement below that best represents your perceptions about the use of digital resources in your classroom.

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

7. I have the necessary capabilities and skills to integrate digital resources successfully into my classroom instruction.
   - Strongly Agree
   - Agree
   - No opinion
   - Disagree
   - Strongly Disagree

8. I know 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 when I need support for using digital resources in my classroom.
   - Strongly Agree
   - Agree
   - No opinion
   - Disagree
   - Strongly Disagree
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9. I receive useful feedback on the integration of digital resources into my instruction from my administrator(s).
   - Strongly Agree
   - Agree
   - No opinion
   - Disagree
   - Strongly Disagree

10. I am able to maximize student learning best when I complement my whole group approach with learning stations/centers, cooperative grouping, and/or individualized 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.

11. I am treated as a respected educational professional on my campus.
    - Strongly Agree
    - Agree
    - No opinion
    - Disagree
    - Strongly Disagree

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

13. I feel that I am listened to, represented, and feel I have a voice on campus.
    - Strongly Agree
    - Agree
    - No opinion
    - Disagree
    - Strongly Disagree

14. I understand and support the shared vision for our school’s use of digital resources along with other key stakeholders.
    - 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 are your students using digital tools and/or environmental resources 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 are you (the teacher) using digital tools and/or environmental resources 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 your students 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: Teacher Statements**

Select the response that best represents how often the statement mirrors the instructional practices in your learning environment.

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<th></th>
<th>Never</th>
<th>At least once a year</th>
<th>At least once a semester</th>
<th>At least once a month</th>
<th>A few times a month</th>
<th>At least once a week</th>
<th>A few times a week</th>
<th>Daily</th>
</tr>
</thead>
</table>

1. My students work together using digital tools and/or environmental resources that require them to analyze information and ask questions based on a teacher-provided prompt.
2. My students work alone or in groups to create traditional reports with web-based or multimedia presentations (e.g., Prezi, PowerPoint, Google Slides) that showcase information on topics that I assign in class.
3. I assign my students tasks that emphasize teacher-directed investigations with a known outcome (e.g., science experiments, mathematical problem solving, literary analysis) using the available digital tools and/or environmental resources.
4. I provide different formative and summative assessments that encourage students to demonstrate their content understanding in nontraditional ways.
5. My students use digital tools and/or environmental resources to participate in teacher-directed activities that require them to transfer their learning to a new situation.
6. My students 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 in my classroom (e.g., appropriate citing of resources, respecting copyright permissions).
8. I use digital tools to expand my communication opportunities with students, parents, and peers.
9. My students 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 teaching and learning in my classroom.
11. I use digital tools to support my instruction (e.g., multimedia, online tutorials, online simulations, videos) so that students can better understand the content that I teach.
12. I alone use the classroom digital tools during instruction due to the amount of content that I have to cover by the end of each marking period.
13. My students use a variety of digital tools that support the evolving nature of my grade level content and promote student academic success.
14. My students readily self-select the most appropriate digital tool to aid them in completing any given task.
15. I employ learner-centered strategies (e.g., communities of inquiry, learning contracts) to address the diverse needs of my students using developmentally-appropriate digital tools.
16. My students use digital tools and/or environmental resources to participate in problem-solving activities with others beyond the classroom.
17. My students use digital tools and/or environmental resources for (1) collaboration, (2) publishing, and (3) research to tackle real world questions, themes, and/or challenges within our community.
18. I model for my students the safe and legal use of digital tools while I am delivering content and/or confirming student understanding of pertinent concepts.
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19. My students 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 collaborate with others (e.g., students, faculty members, business experts) to explore creative applications of digital tools that improve student learning.

21. My students use digital tools and/or environmental resources to define real life problems and then find solutions that are grade level appropriate.

22. My students engage in standards-based applied learning projects that emphasize student investigations using digital tools.

23. I use 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. My students’ questions, interests, and readiness levels directly impact how I design learning activities that address the content standards.

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

26. My students complete online tasks that emphasize high level cognitive skills (e.g., Bloom—analyzing, evaluating, creating; Webb—strategic and extended thinking).

27. My students use digital tools and/or environmental resources to confirm their content understanding or to improve their basic math and literacy skills.

28. My students use digital tools and/or environmental resources to explore deeper content connections (e.g., analyzing data from surveys and experiments, making inferences from text passages) that require them to draw conclusions.

29. My students collaborate with me in setting both group and individual academic goals that provide opportunities for them to direct their own learning aligned to the content standards.

30. I promote global awareness in my classroom by providing students with digital opportunities to collaborate with others beyond the classroom.

31. My students apply their classroom content learning to real world situations within the local or global community using the digital tools at our disposal.

32. I reinforce specific content standards and confirm student learning using digital tools (e.g., discussion forums, digital student response system, wikis, blogs) and/or environmental resources (e.g., manipulatives, graphic organizers, dioramas).

33. My students self-select digital tools and/or environmental resources for higher-order thinking and personal inquiry related to project-based learning (PBL) experiences.

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

35. I use digital tools and resources to differentiate the content, process, and/or product of learning experiences.

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

37. I consider how my students will apply what they have learned in class to the world they live in when planning group projects.