

**School Technology Needs Assessment (STNA)**

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NCLTI Winter Leadership Institute

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**Background**The School Technology Needs Assessment (STNA) was created to help decision makers and planners collect and analyze needs data related to implementation of contemporary frameworks for examining technology use in teaching and learning.

STNA is accessed through a web address unique to each school, using a free online surveying system provided by the Friday Institute. After the survey has been completed by all staff members, it is closed and a report (along with the raw data) is provided to the coordinator.

**Appropriate Uses**STNA is intended to determine the collective needs of a school staff, related to the use of technology in education settings. It provides information to help school-level planners—administrators, technology and media specialists, and school or technology planning team members—make purchasing, resource allocation, or other decisions relating to technology. However, the most important use may be guiding building- and district-level decisions about professional development for educators, including those about content, timing, and type of opportunities provided.

**Data and Reporting**STNA collects *perceptive data* (what respondents think or feel) about a variety of broad areas of technology implementation in their school:

* The degree to which environmental factors support technology use
* Professional development opportunities offered and taken advantage of
* Uses of technology to support teaching and learning activities
* The impact of technology on teaching practice and student outcomes

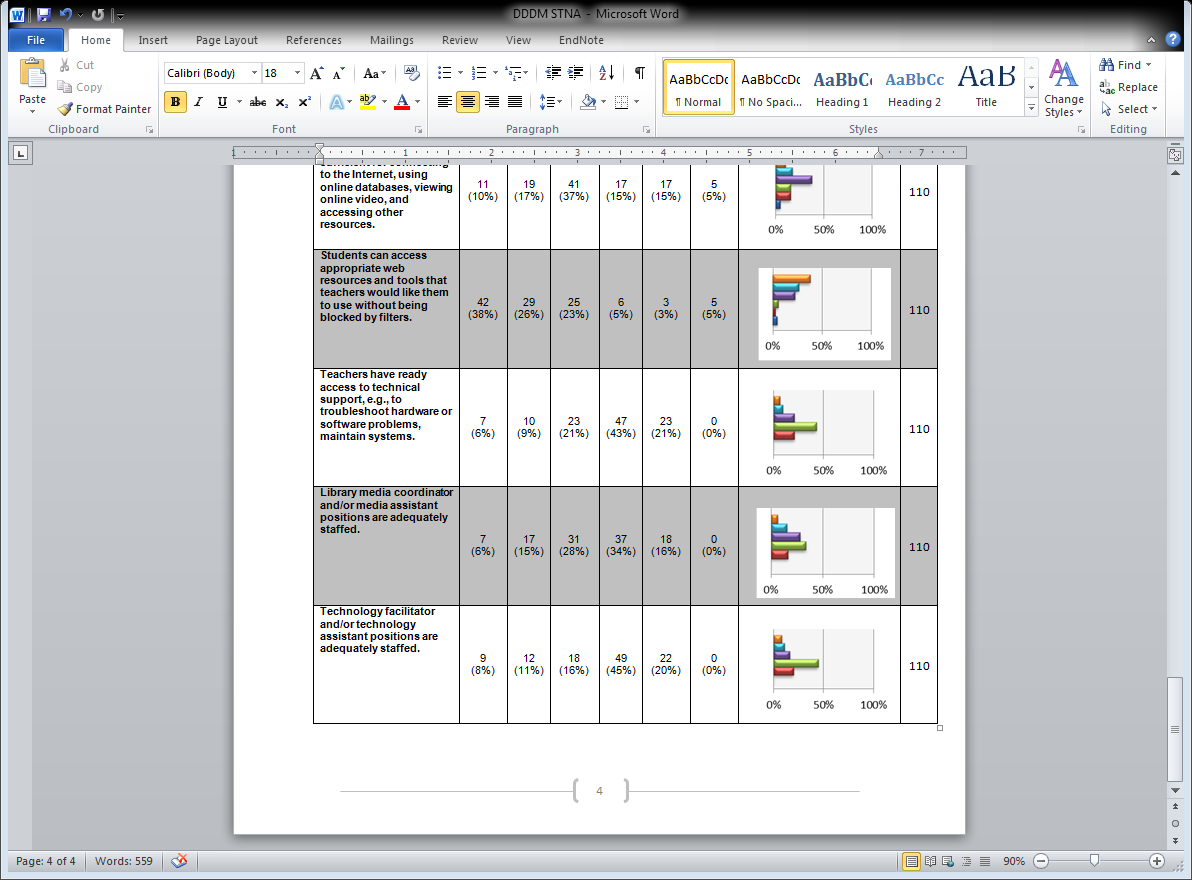
Responses are analyzed through the online system and each report provides a picture of that school as a whole, presented as frequencies and percentages of responses to all items, and as bar chart representations of those values.

**Interpreting the Data**

Interpretation is simplified by the design of STNA, in which all items are stated such that one end of the scale is inherently positive. Each construct examined by STNA is thought to be beneficial to successful implementation of technology in teaching and learning settings. This means that it is generally good if a large number of staff members report that they “Strongly Agree” with a STNA item statement, or that they do something “Daily” with technology in their classrooms.

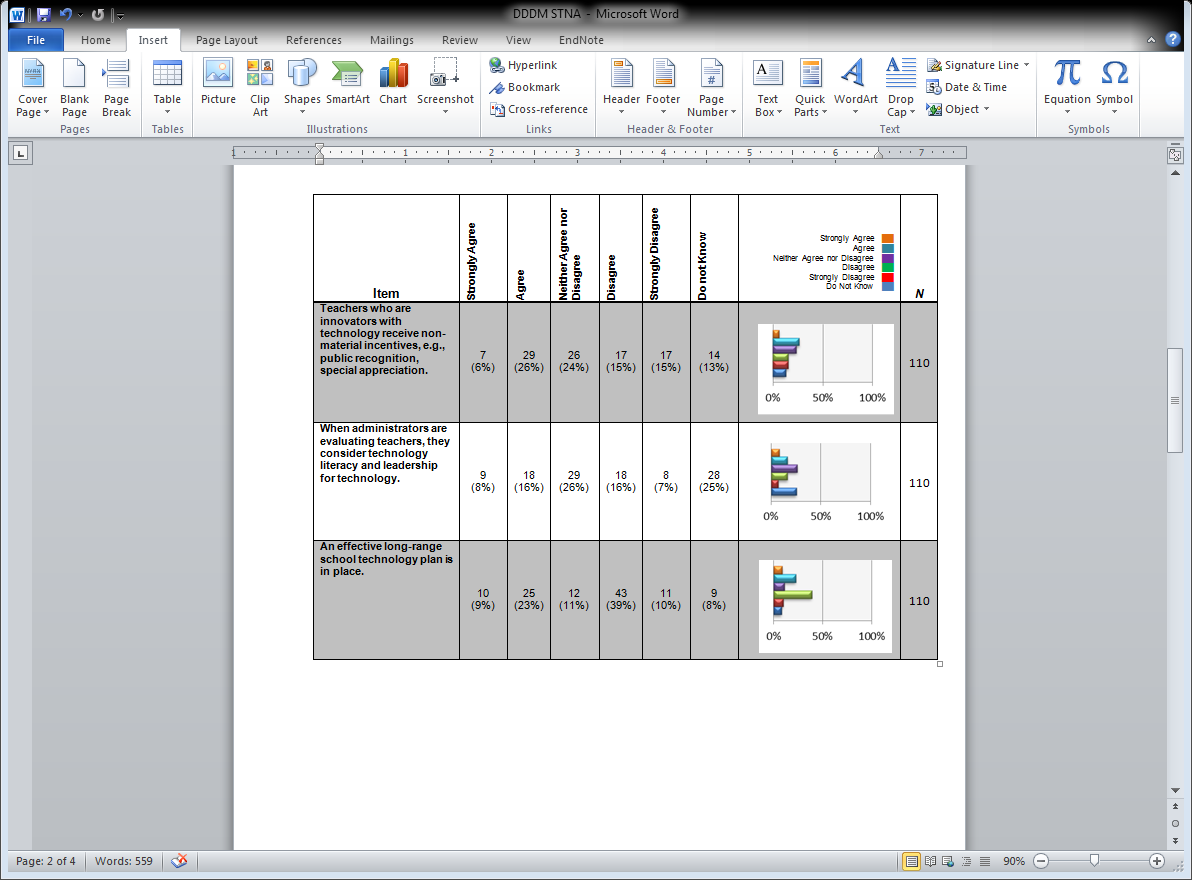
**Examples**

In the first profile, all respondents either “Strongly Disagree” or “Disagree” with the statement in the item. Since all STNA items are worded positively, it is reasonable to infer that needs are **NOT** being met in the area examined by the item.

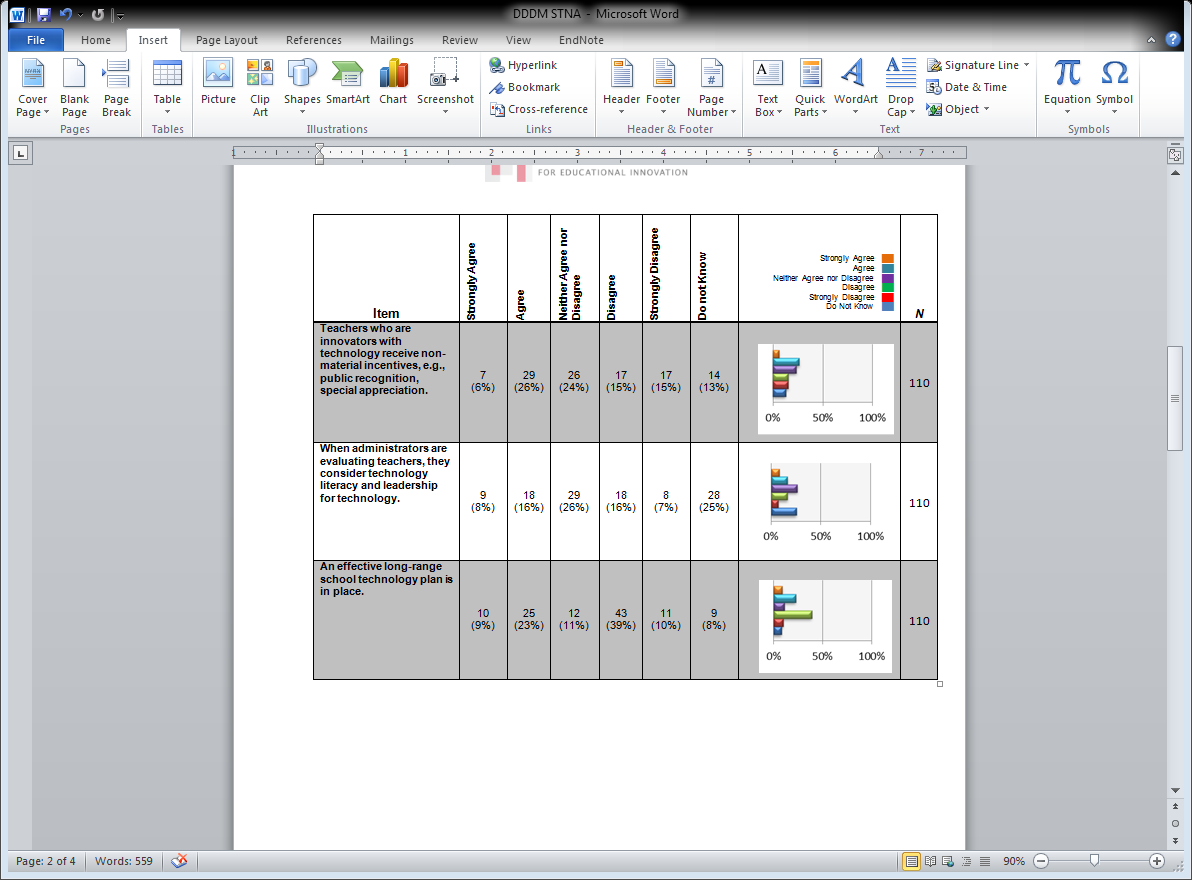
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In the second profile, a large number of respondents report that they “Do Not Know,” which indicates that they do not have enough information to respond to the statement. This suggests that a large portion of the staff is not fully informed about this area, or that they do not have access to some information necessary to respond. In this case, a need is **NOT** being met and gathering additional information about why the respondents are uninformed might prove helpful.

In the third profile, more staff members “Disagree” with the statement, than “Agree” with it. This profile suggests that substantial disagreement exists within the staff, making this an area of concern for decision makers. Few chose “Do Not Know,” suggesting that awareness in this area is good. Again, this indicates a need that is **NOT** being met.

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This fifth and final profile represents a staff that is very mixed in members’ thinking about the area examined. Additional information will be required to determine why people feel the way that they do about issues relating to this item. It is difficult to make any specific inferences, but it is obvious that a need is **NOT** being met and that this is an area of concern**.**

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**The remaining pages contain hypothetical STNA report profiles. Use your knowledge of STNA to make data-driven decisions about what steps to take next, and to determine how to address the guiding questions…**

**VISION**

| Item | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree | Do not Know | Strongly Agree ██  Agree ██  Neither Agree nor Disagree ██ Disagree ██  Strongly Disagree ██  Do Not Know ██ | *N* |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| A vision for technology has been developed through an effective collaboration among stakeholders, e.g., administrators, specialists, teachers, students, and community members. | 8 (7%) | 31 (28%) | 6 (5%) | 34 (31%) | 22 (20%) | 9 (8%) |  | 110 |
| The vision for technology use has been effectively communicated to the community. | 7 (6%) | 32 (29%) | 10 (9%) | 30 (27%) | 22 (20%) | 9 (8%) |  | 110 |
| Administrators model effective uses of technology. | 3 (3%) | 8 (7%) | 23 (21%) | 26 (24%) | 44 (40%) | 6 (5%) |  | 110 |
| Teachers who are innovators with technology receive non-material incentives, e.g., public recognition, special appreciation. | 7 (6%) | 29 (26%) | 26 (24%) | 17 (15%) | 17 (15%) | 14 (13%) |  | 110 |
| When administrators are evaluating teachers, they consider technology literacy and leadership for technology. | 9 (8%) | 18 (16%) | 29 (26%) | 18 (16%) | 8 (7%) | 28 (25%) |  | 110 |
| An effective long-range school technology plan is in place. | 10 (9%) | 25 (23%) | 12 (11%) | 43 (39%) | 11 (10%) | 9 (8%) |  | 110 |

**INFRASTRUCTURE AND STAFF SUPPORT**

| Item | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree | Do not Know | Strongly Agree ██  Agree ██  Neither Agree nor Disagree ██ Disagree ██  Strongly Disagree ██  Do Not Know ██ | *N* |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| There is at least one computer in every classroom. | 66 (60%) | 17 (15%) | 13 (12%) | 6 (5%) | 3 (3%) | 5 (5%) |  | 110 |
| Teachers have access to enough computers, in the classroom, in a lab, or from a mobile cart, so that they can have one computer for every two students when needed for an activity. | 49 (45%) | 36 (33%) | 11 (10%) | 6 (5%) | 3 (3%) | 5 (5%) |  | 110 |
| Teachers and students have sufficient access to projectors, printers, digital cameras, and other hardware when needed. | 56 (51%) | 27 (25%) | 13 (12%) | 6 (5%) | 3 (3%) | 5 (5%) |  | 110 |
| Teachers and students have sufficient computer hardware available for their use, e.g., computers, digital cameras, projection devices, scanners, printers. | 42 (38%) | 29 (26%) | 25 (23%) | 6 (5%) | 3 (3%) | 5 (5%) |  | 110 |
| 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. | 66 (60%) | 17 (15%) | 13 (12%) | 6 (5%) | 3 (3%) | 5 (5%) |  | 110 |
| Reliability and speed of external connections are sufficient for connecting to the Internet, using online databases, viewing online video, and accessing other resources. | 11 (10%) | 19 (17%) | 41 (37%) | 17 (15%) | 17 (15%) | 5 (5%) |  | 110 |
| Teachers have ready access to technical support, e.g., to troubleshoot hardware or software problems, maintain systems. | 7 (6%) | 10 (9%) | 23 (21%) | 47 (43%) | 23 (21%) | 0 (0%) |  | 110 |
| Library media coordinator and/or media assistant positions are adequately staffed. | 7 (6%) | 17 (15%) | 31 (28%) | 37 (34%) | 18 (16%) | 0 (0%) |  | 110 |
| Technology facilitator and/or technology assistant positions are adequately staffed. | 9 (8%) | 12 (11%) | 18 (16%) | 49 (45%) | 22 (20%) | 0 (0%) |  | 110 |