



**Preliminary Highlights from NetDay Speak Up Day for Teachers 2004  
June 22, 2004**

**Participation Overview**

11,132 surveys submitted by teachers from 1,885 schools during the survey time period April 14 through May 12, 2004.

- Job assignment: Classroom teacher with direct student responsibilities (76%)
- Grade assignment: K-5 (40%)                      Gr. 6-8 (24%)                      Gr. 9-12 (36%)
- Gender distribution: Female (80%)                      Male (20%)
- Age distribution: under 29 (14%)                      30-39 (25%)                      40-49 (25%)  
50-59 (30%)                      + 60 (3%)
- Experience distribution: 5 or less year (29%)                      6-15 years (34%)  
16-25 years (21%)                      + 26 years (16%)
- Geography: All 50 states + DC + Virgin Islands + DOD schools worldwide  
Highest state participation: TX, NC, PA, FL, NY
- Community profile: Urban (26%)                      Rural (34%)                      Suburban (40%)
- School profile: Charter (1%)                      Private (3%)                      DOD (4%)  
Catholic (5%)                      Public (87%)
- Technology access: Has at least 1 Internet connected computer in class (98%)  
Has a school supplied email address (98%)  
Has an Internet connected computer at home (93%)  
Has a personal email address (92%)

**Preliminary Major Themes of National Findings**

Teachers understand and value the impact that technology has on their professional duties, and on their students.

Teachers' professional use of technology closely mirrors students' use of technology for schoolwork.

Teachers are active technology users in their personal lives – just like their students.

Teachers have distinct ideas on how the use of technology within education can be enhanced and want to be more involved with local and national discussions on technology.

Defying conventional wisdom, older teachers are as comfortable and fluent using technology as their younger colleagues.

Teachers that "walk the talk" have the strongest views on the value of technology within education.

## **NetDay Speak Up Day for Teachers 2004 - Sampling of preliminary results:**

- Teachers highly value the importance of technology in their professional lives with 87% ranking technology as important or very important to their professional responsibilities. In a similar way, the teachers indicated a strong positive trend in terms of the impact of technology on their teaching and their students' learning. The most highly ranked statements on the value of technology within education include: richer lesson plans, more engaged learners, personalized education, greater communications with parents on student performance. 49% of teachers say that technology has had the greatest impact on teaching and instructional support; second greatest impact is in communications (24%).
- Teachers' use of technology, their views on obstacles to greater technology use and their aspirations for technology match the students' responses. Just like their students, today's teachers use a desktop computer and cell phone most frequently, tap into email and Internet search engines when online, are concerned about the lack of time during the school day to use technology, and envision fast, ubiquitous wireless access throughout their own future designed schools. Teachers and students share similar online habits in their personal lives as well – email is their #1 activity and losing Internet connectivity would impact both their professional (89%) and personal lives (79%). And finally, teachers learn about new technology products and websites by exploring on their own (25%) and through their peers (22%). Interestingly, teachers think that their students learn about technology from their friends first and from their teachers secondly. In reality, students feel that friends, self-exploration, family, TV and radio ads all have a stronger influence than teacher recommendations.
- Teachers are more likely to use district-supplied email accounts to email other teachers, both in their own home school and at other schools, and administrators before emailing parents and/or students. Teachers' #1 use of technology is communications with colleagues followed by word processing tasks (tests, handouts), communications with administrators, record management and doing research for their students.
- A third of teachers say that their pre-service training did not adequately prepare them at all to integrate technology into classroom instruction, but a similar percentage (35%) feel that in-service training provided by their school district is satisfactory. Teachers feel strongly that their work conditions mostly encourage technology use (75%) and an even larger group (85%) indicated that the effective use of technology was a top or middle priority for their administrators.
- As a key indicator of "walking the talk," 75% of teachers say that they always or sometimes incorporate new Internet materials into new or existing lesson plans. In a similar manner, 78% of teachers feel that technology use is actually an asset in their quest to meet state and federal accountability standards.
- Echoing the strong approval of students, 71% of the teachers state they would use students to provide technology support or expertise in the classroom. Surprisingly, the older teachers were more responsive to the use of students as tech support than the youngest teachers (aged 29 and under).
- While 68% of the teachers told us that their primary location for doing school-related computer work is their classroom computer, 25% said that they spend 50% or more of their home computer time on school related work averaging 1-5 hours per week.
- Teachers' personal use of technology demonstrates a high fluency with the most popular uses of the Internet today: getting directions, purchasing, reading news stories, making travel arrangements, researching medical information, checking on a sports schedule and even looking for a new job.
- While teachers strongly indicated that the most important stakeholder group to have a greater voice in technology decision-making are teachers, 59% were not familiar at all with the efforts to gain teacher input for the new National Education Technology Plan.