

School Technology Needs Assessment

The *School Technology Needs Assessment* (STNA, say “Stenna”) is intended to help school-level decision makers—administrators, technology facilitators, media coordinators, or technology committee members—collect data to plan and improve uses of technology in teaching and learning activities. The STNA is designed to be completed by teachers and other educators working directly with students, and should be administered to the entire staff of any school for which needs are being assessed. STNA results are not scored or reported for each individual respondent. Instead, each person’s responses are combined with those of other educators in their building, and reported at the school level in terms of how many times each possible response is selected for each item. Pilot testing indicates that it should take approximately 25 minutes to complete the STNA.

I. Supportive Environment for Technology Use

Selecting Responses – Section I

- For each item, check the box below the response that best matches how much you agree with the statement - “Strongly Agree,” “Agree,” “Disagree,” or “Strongly Disagree.”
- If you do not have enough information to form an opinion about the topic of an item, select “Do Not Know.”
- If you have enough information to form an opinion but are simply split between “Agree” and “Disagree,” select “Neither Agree nor Disagree.”

“In my school...”		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Vision and Shared Leadership	1) A vision for technology has been developed through an effective collaboration among stakeholders, e.g., administrators, specialists, teachers, students, and community members.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	2) The vision for technology use has been effectively communicated to the community.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	3) Administrators model effective uses of technology.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	4) Administrators support changes in school-level systems, policies, and practices related to technology.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	5) Teachers who are innovators with technology receive material incentives , e.g., stipends, perks, waivers, special opportunities.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	6) Teachers who are innovators with technology receive non-material incentives , e.g., public recognition, special appreciation.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5