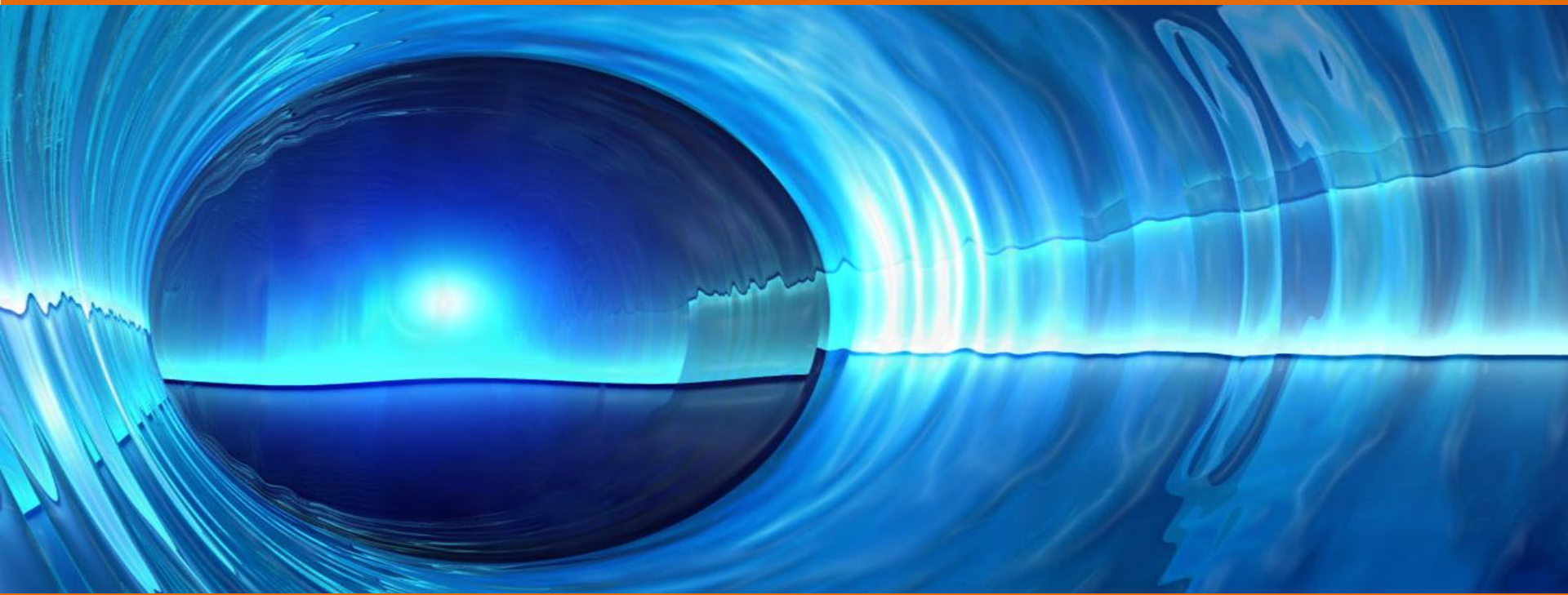


Market Intel Group



www.mktintelgroup.com



Teachers' Dream Classroom

March 31, 2016

A research report prepared for:





Introduction

Teachers' Dream Classroom Survey

Research Purpose & Methodology

Purpose

- The purpose of this research is to better understand the use of technology in the classroom and how technology can enrich the classroom experience by meeting the needs and expectations of teachers. Areas of investigation include:
 - Identifying ways technologies enriches the classroom experience
 - Levels of satisfaction and frustration with technology currently available in the classroom
 - Most important roles for technology to play in the classroom
 - Elements needed to achieve the dream classroom, and
 - Technologies used in the classroom today

Methodology

- This research was conducted online among a random sample of 400 teachers, split evenly between middle school teachers (grades 6-8) and high school teachers (grades 9-12).
- In order to qualify for the research, respondents must have been teachers who primarily teach in grades 6th through 8th or 9th through 12th.
- Fieldwork was conducted by Market Intel Group between March 14 and March 21, 2016.
- The margin of error associated with the sample of n=400 is +/- 4.9% at a 95% confidence level.
- A profile of survey participants is included in the appendix to this report.



Executive Summary

Teachers' Dream Classroom Survey

Executive Summary

- Majority of teachers believe that technology enriches the classroom experience, especially by creating more opportunities for research projects and enabling students to learn better through a combination of direct instruction from teachers and learning on their own via online resources.
- According to teachers, the top three most important roles technology should play in the classroom are, in rank order: providing a variety of learning tools or modalities, making the learning experience more engaging, and diversifying the learning experience.
- Just over one-half of teachers describe the technology used in their classrooms as being 'very current and up-to-date'. Another four-in-ten consider their technology to be 'a little behind the times'.
- Only 16% of teachers give their school an 'A' grade for integrating technology into the classroom; over one-half grade their school with a 'B'.
- According to teachers, the key elements needed to help achieve their dream classroom are, in rank order: more time in the school day to plan, research and collaborate, new and different strategies to engage students, such as blended learning, and better/more technology in the classroom.
- A majority of teachers are satisfied with the role technology is playing in the classroom and with how well technology in their classrooms help facilitate learning; however, most are only somewhat satisfied.

Executive Summary (continued)

- While a number of frustrations with technology in the classroom were expressed, not having sufficient time to incorporate technology into the classroom is the greatest frustration (particularly for 9th to 12th grade teachers).
- Less than half of teachers feel the technology available in their classrooms is definitely helping them achieve their teaching objectives; a slightly larger proportion considers classroom technology to be only somewhat helpful.
- Internet access is the top technology used in the classroom. However, according to teachers, laptops or Chromebooks are the most effective technology used in the classroom overall.
- Students' not having access to technology at home does impact teachers and their ability to incorporate technology and online assignments into homework. However, the vast majority of teachers agree that technology provides a greater ability to teachers to tailor lessons and homework assignments to the individual needs of each student.
- On average, teachers spend 10 hours per typical school day on school related work and activities with one-third of their time spent performing administrative tasks. If teachers had more time in the school day, the top areas they would focus on are helping students who are struggling, creative lesson development, and tailoring lessons to students.

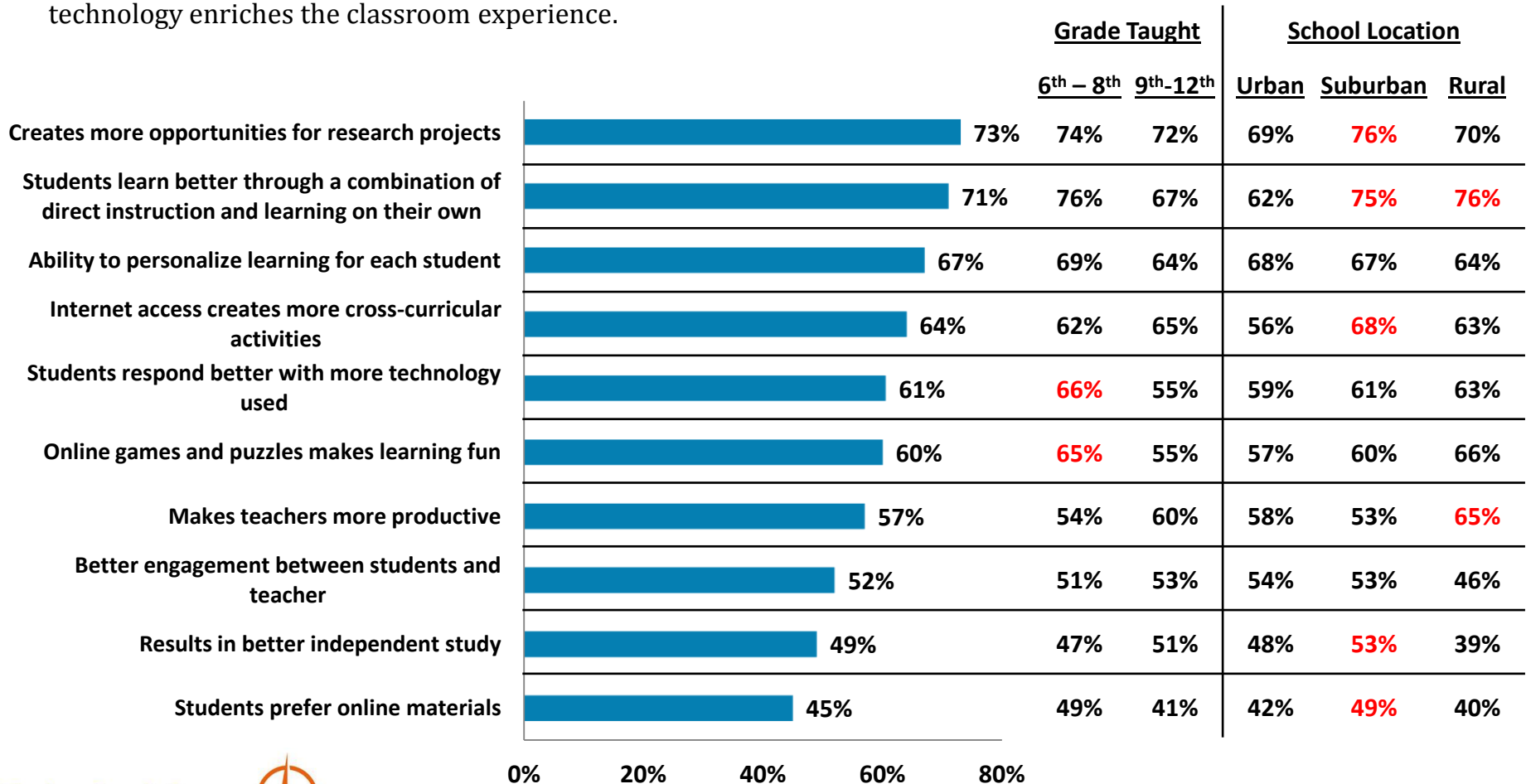


Detailed Findings

Teachers' Dream Classroom Survey

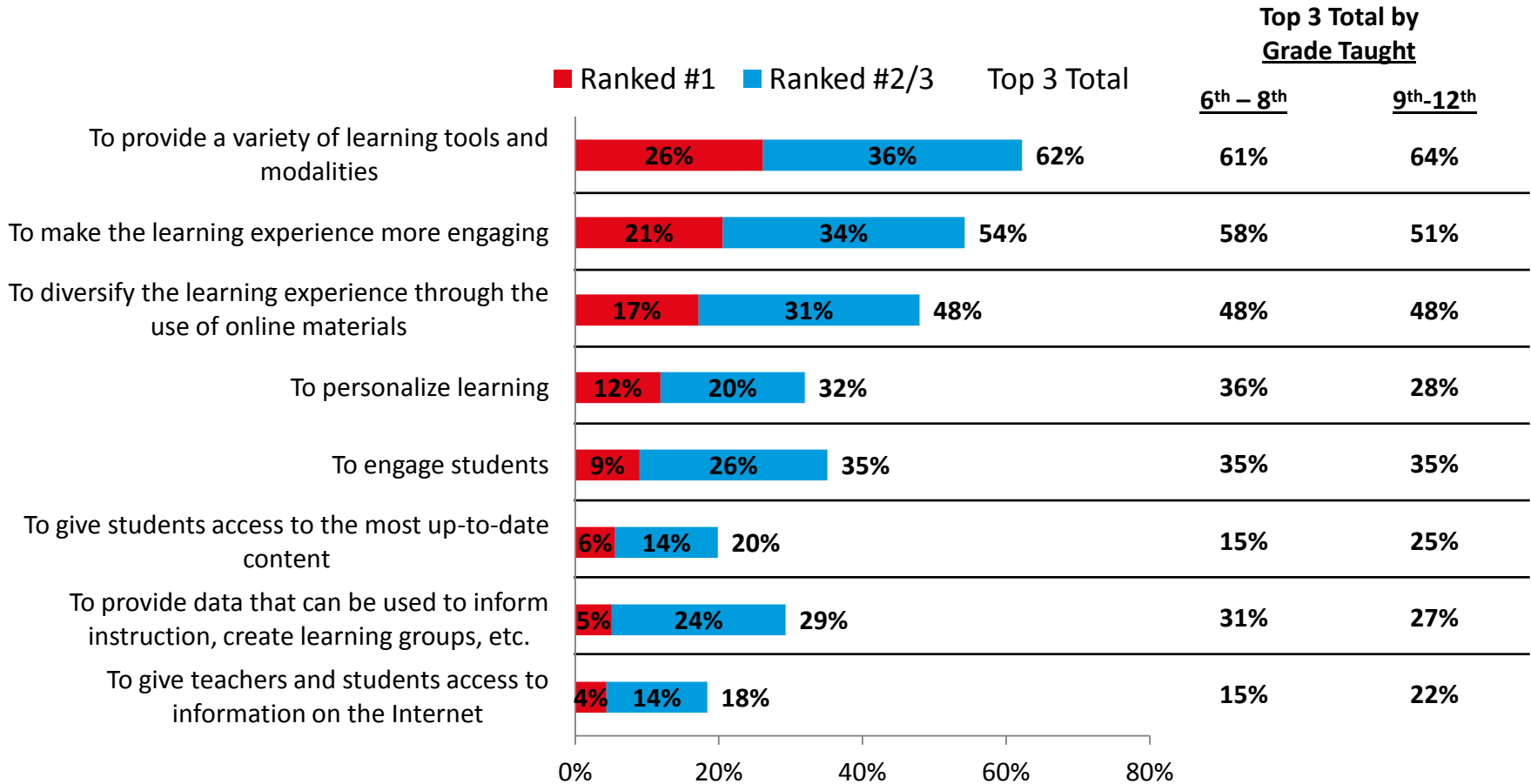
Ways Technology Enriches Classroom Experience

- Over 70% of teachers feel that technology enriches the classroom experience by creating more opportunities for research projects and students learn better through a combination of direct instruction and learning on their own via online resources.
- 6th through 8th grade teachers are more likely to feel that students respond better to more technology and that online games and puzzles make learning fun.
- A higher percentage of teachers in suburban and rural-based schools than urban-based teachers cite numerous ways technology enriches the classroom experience.



Most Important Roles for Technology in the Classroom

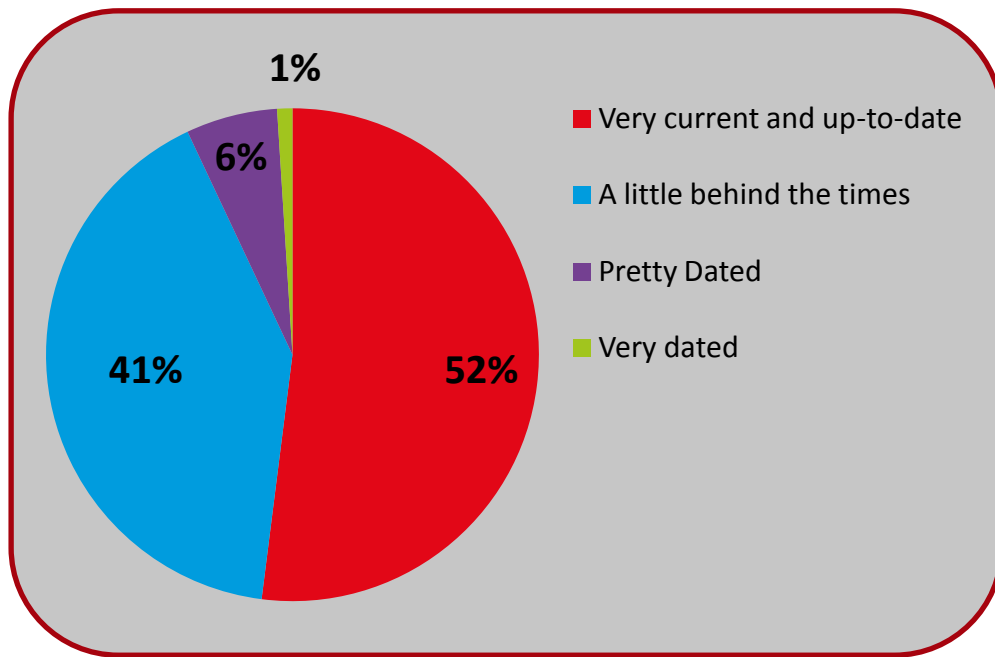
- According to teachers, the most important role technology should play in the classroom is **to provide a variety of learning tools or modalities**. This is ranked as the #1 role overall (26%) and most important in the list of top three (62%).
- **Making the learning experience more engaging** (54%) and **diversifying the learning experience** (48%) are #2 and #3, respectively, in terms of importance.



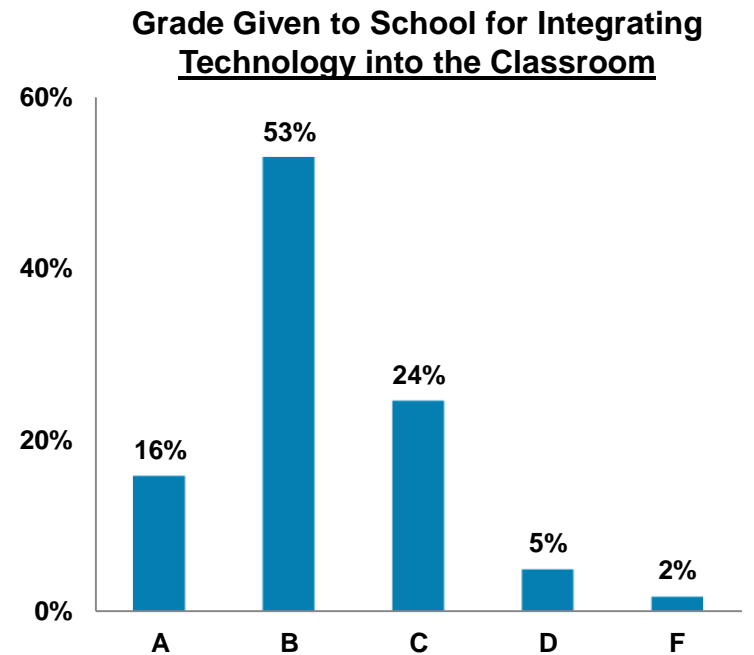
Q.5a/b/c In your opinion, what role should technology play in the classroom? (n=413)

Current State of Technology Used in the Classroom

- Just over one-half of teachers (52%) describe the technology used in their classrooms as being 'very current and up-to-date'. Another four-in-ten (41%) consider their technology to be 'a little behind the times'.
- When it comes to assigning a grade to their school for integrating technology into the classroom, only 16% of teachers give their school an 'A' grade and over one-half (53%) grade their school with a 'B'.
 - Of those who graded their technology integration as an 'A', almost all (97%) feel their technology is very up-to-date. While 3 out of 5 teachers who gave a grade of 'C' or below felt their school's technology is a little behind the times.



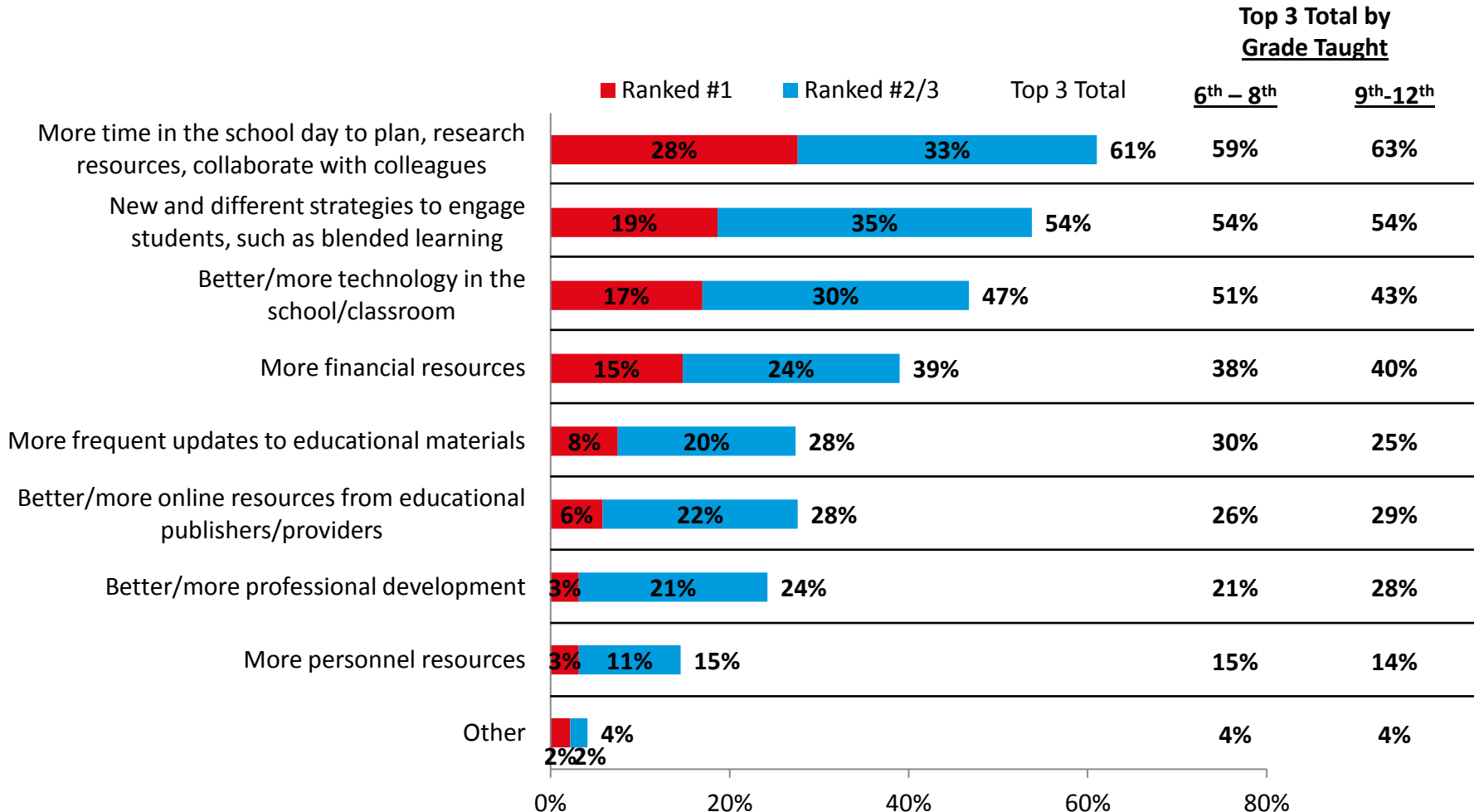
Q.6 Which one of the following best describes the technology used by you and your students in the classroom? (n=413)



Q.7 If you had to give your school a grade when it comes to integrating technology into the classroom to facilitate student achievement, what would it be? (n=413)

Key Elements Needed to Achieve Dream Classroom

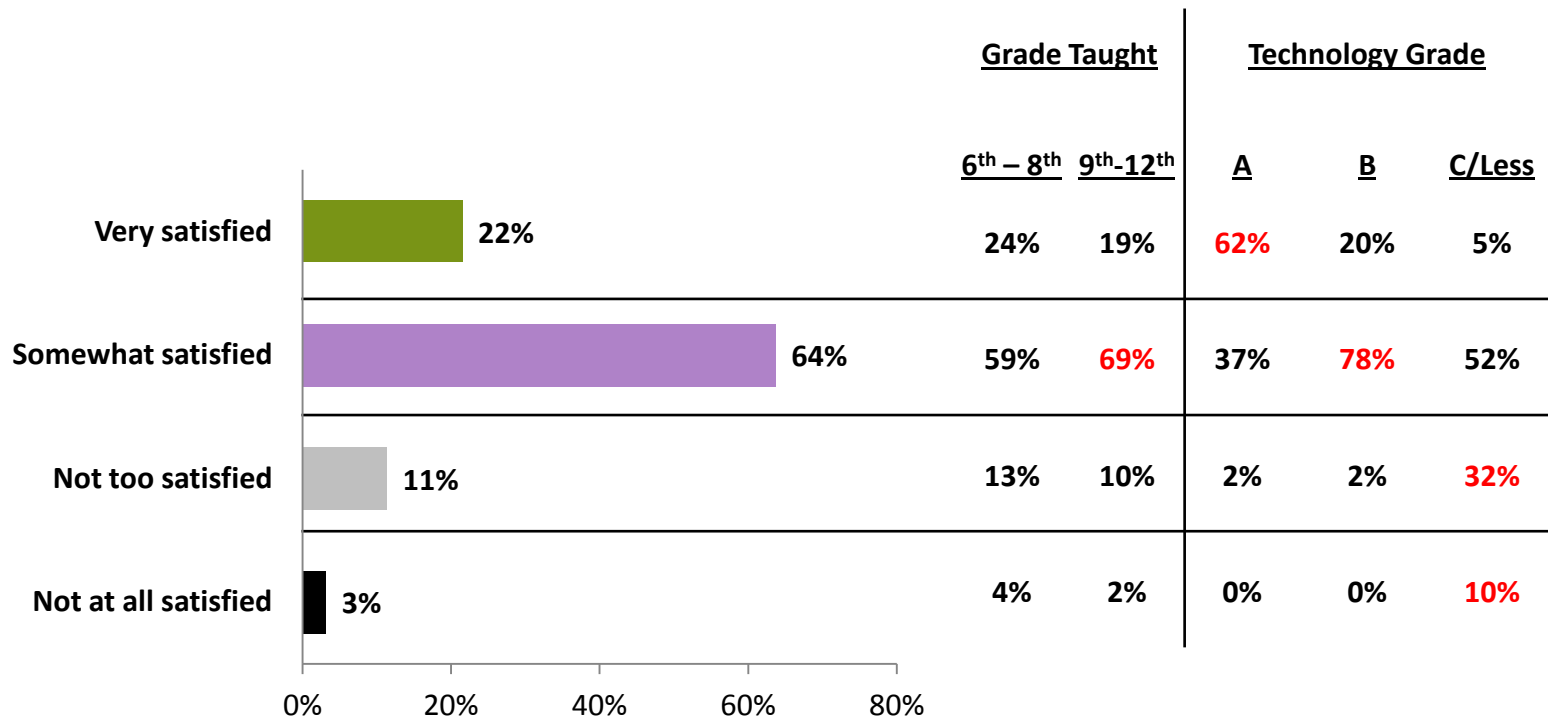
- According to teachers, the key element needed to help achieve their dream classroom is **more time in the school day to plan, research and collaborate** (61%). Second, at 54% in terms of importance, is **new and different strategies to engage students, such as blended learning** followed by **better/more technology in the classroom** at 47%.



Q.9a/b/c Recognizing that resources are limited, what are the key elements needed to help achieve your "dream classroom"? (n=413)

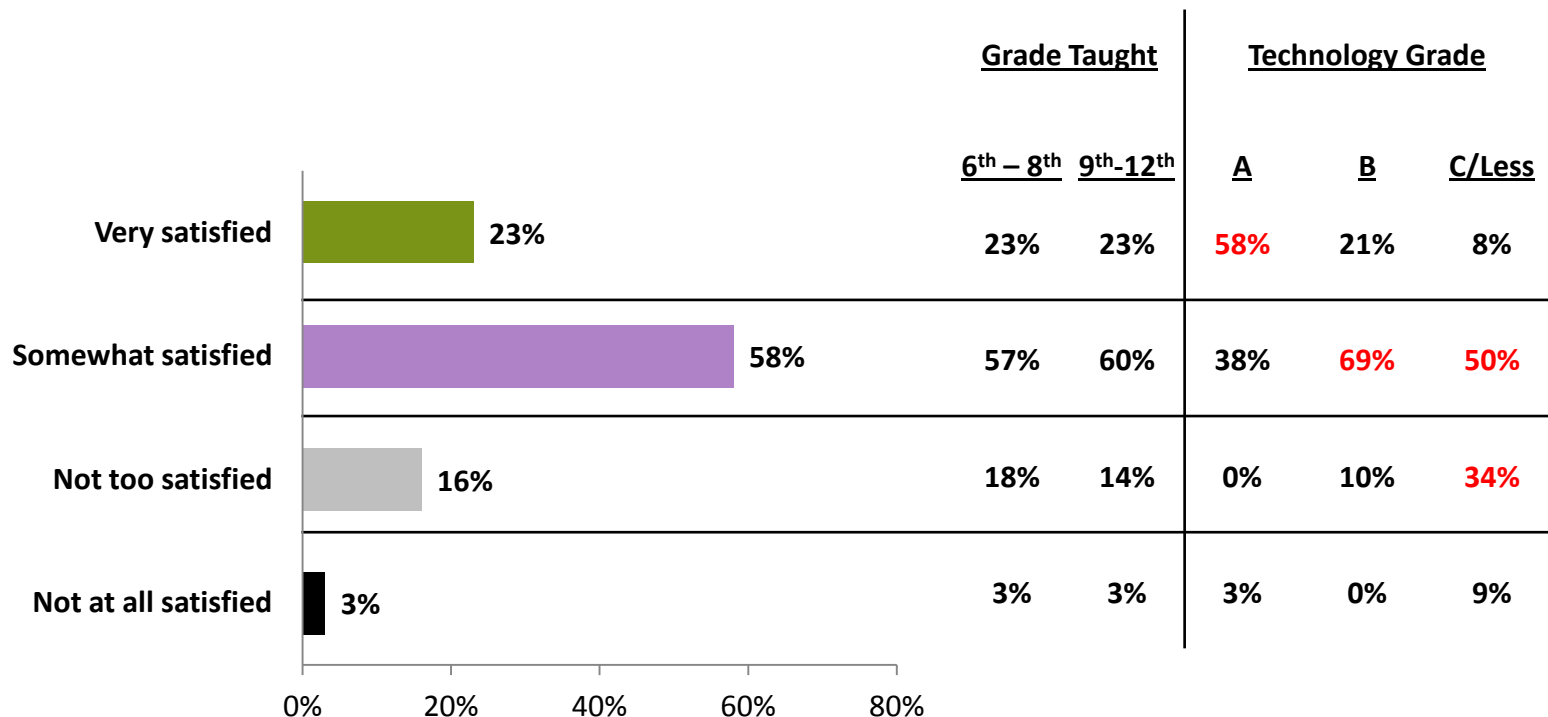
Satisfaction with Tools and Technology in the Classroom

- A majority (86%) of teachers are satisfied with how well the tools and technology in their classrooms help facilitate learning; however, most are only somewhat satisfied.
 - Teachers who give their schools an 'A' grade for integrating technology into the classroom are significantly more likely to be very satisfied.



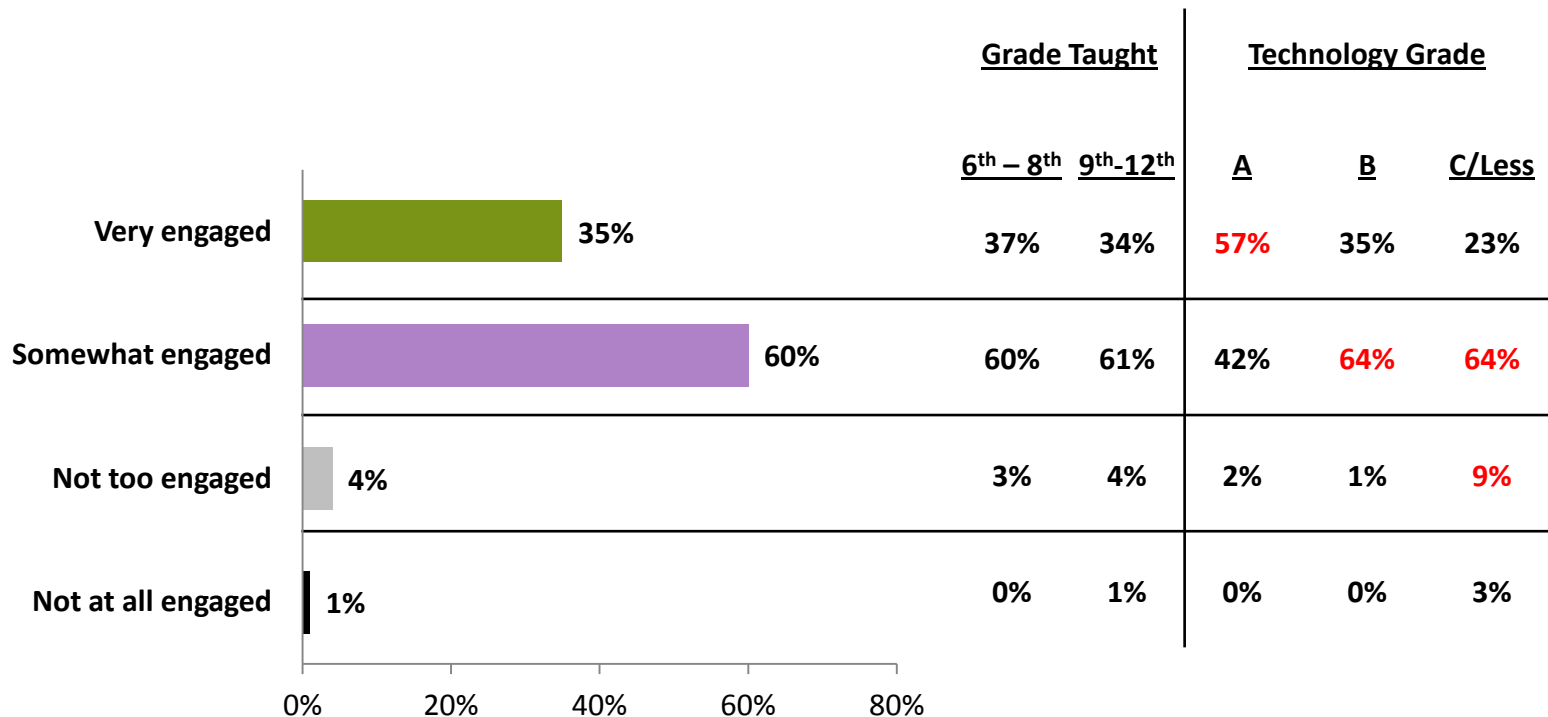
Satisfaction with Role Technology is Playing in Classroom

- A slight majority of teachers (58%) are only somewhat satisfied with the role technology is currently playing in the classroom.
 - This is being primarily driven by teachers who graded their schools' integration of technology with a 'B' or lower.
 - 84% of teachers who graded their schools' integration of technology with a 'C' or lower are somewhat or not too satisfied with the role technology is currently playing in the classroom.



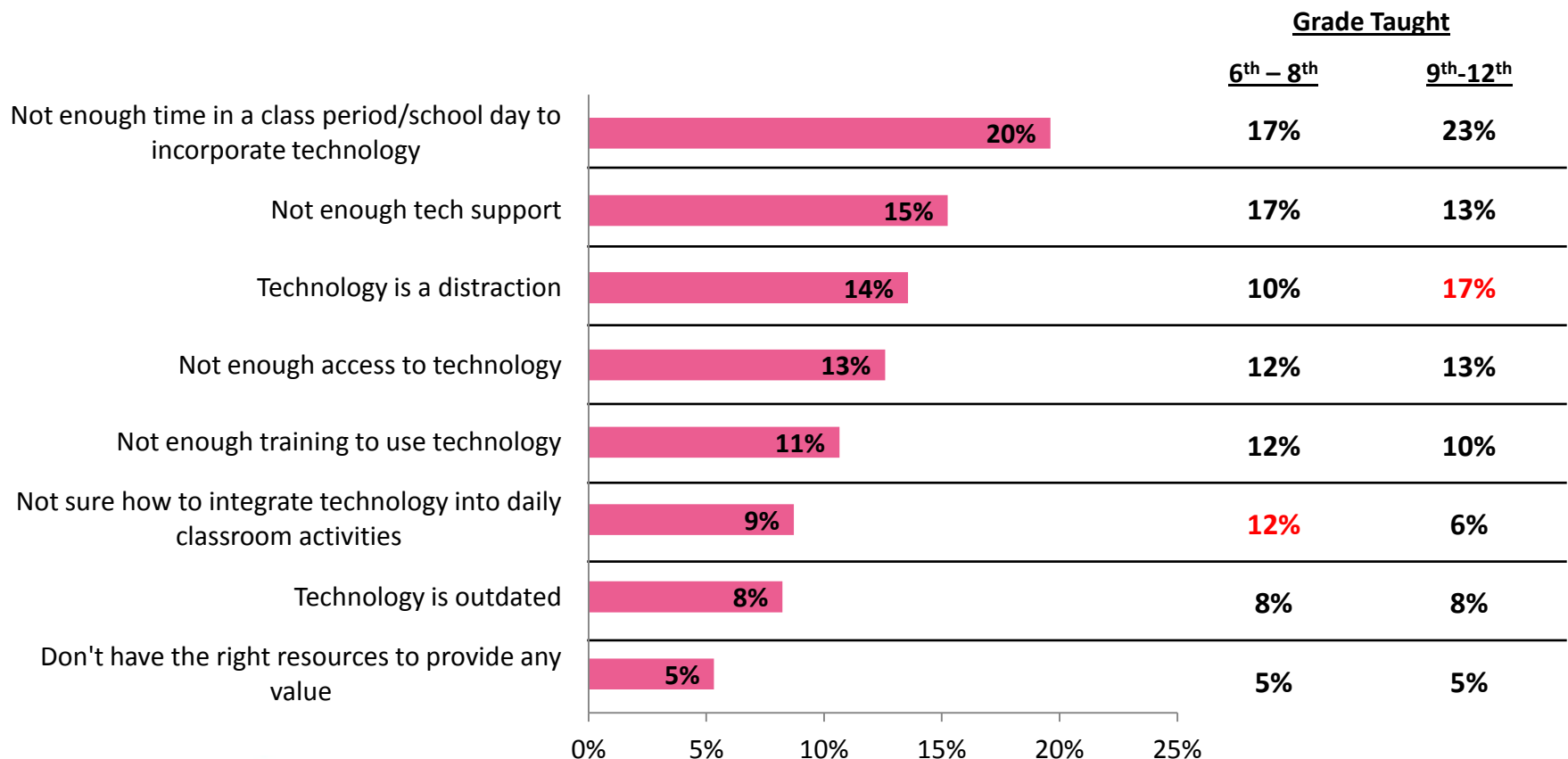
Engagement of Students in the Classroom

- Almost all teachers (95%) feel their students are very or somewhat engaged in the classroom.
 - Teachers who graded their schools with an 'A' for integrating technology into the classroom are significantly more likely to rate their students as being very engaged.
 - Teachers who graded their schools' integration of technology with a 'B' or lower do not feel the students are as engaged in the classroom.



Greatest Frustration with Technology in the Classroom

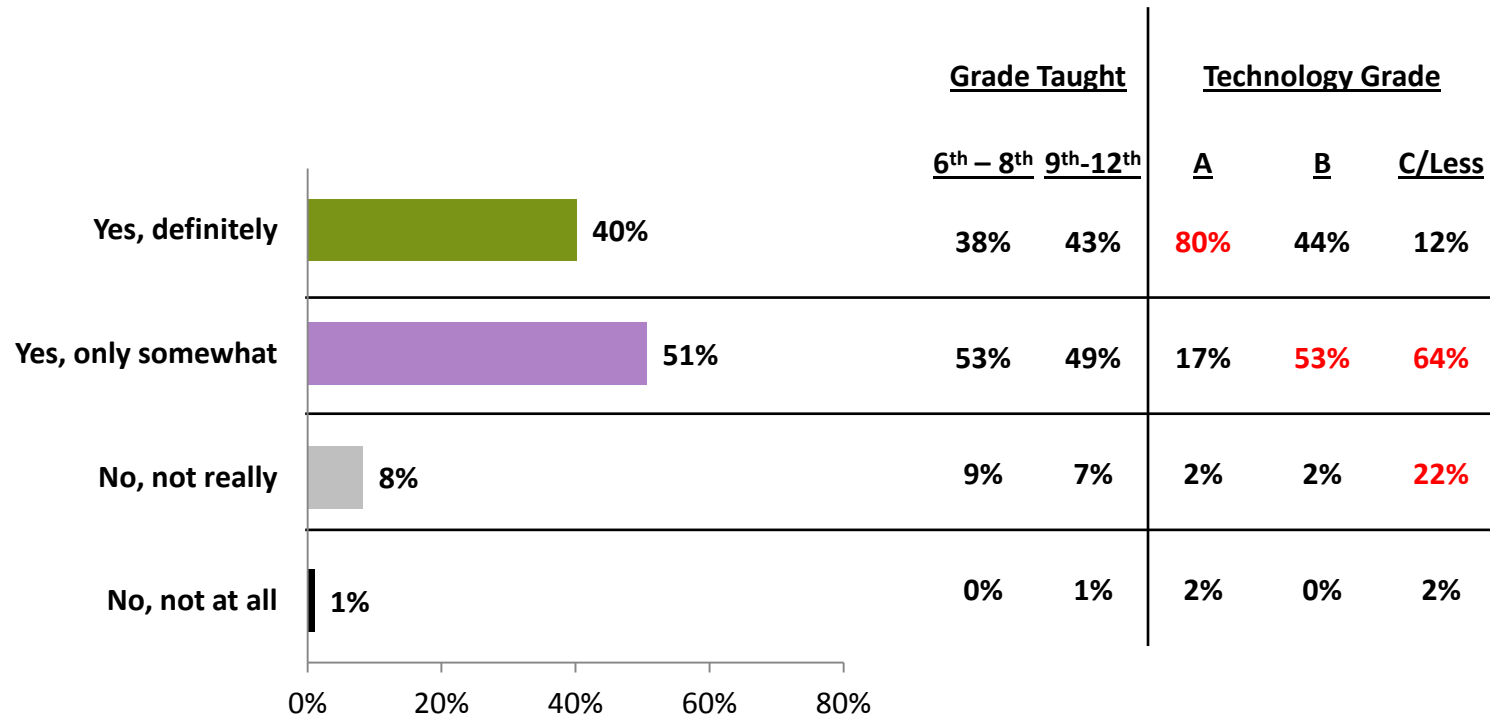
- While there are a number of frustrations with technology in the classroom, **not having sufficient time to incorporate technology into the classroom** is the greatest frustration (20%); this is particularly the case for 9th to 12th grade teachers.
- Teachers of 9th through 12th grade students are also slightly more frustrated by **technology being a distraction** (17%, compared to 10% for 6th through 8th grade teachers).



Q.10 What is your greatest frustration when it comes to technology (hardware, software, Internet access, etc.) in the classroom today? (n=413)

Technology Helping Achieve Teaching Objectives

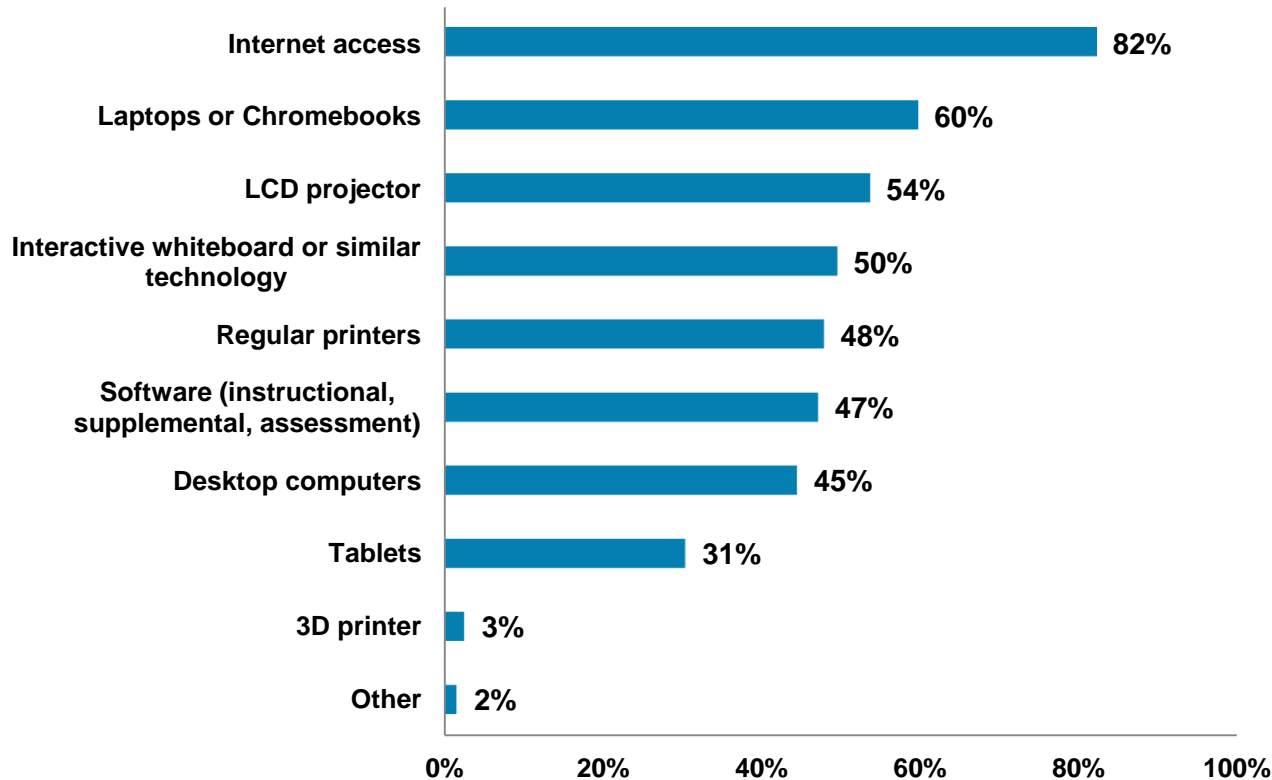
- Four-in-ten teachers (40%) feel the technology available in their classrooms is definitely helping them achieve their teaching objectives; fifty-one percent consider their classroom technology to be only somewhat helping them achieve their objectives.
 - 80% of teachers who graded their technology as an 'A' definitely feel technology helps them achieve teaching objectives. This percentage drops significantly based upon the grade given to technology integration – to 44% by those who graded technology integration a 'B' and to 12% for those that gave a grade of 'C' or below.



Technologies/Equipment Used in the Classroom

- At 82%, Internet access is the top technology used in the classroom. However, overall, it is not considered to be the most effective...
- Laptops or Chromebooks are the most effective technology used in the classroom overall (24%) and according to 6th through 8th grade teachers (27%). High school teachers do consider the Internet their most effective technology (22%) edging out Laptops or Chromebooks (20%).

Technologies Used



Most Effective Technology

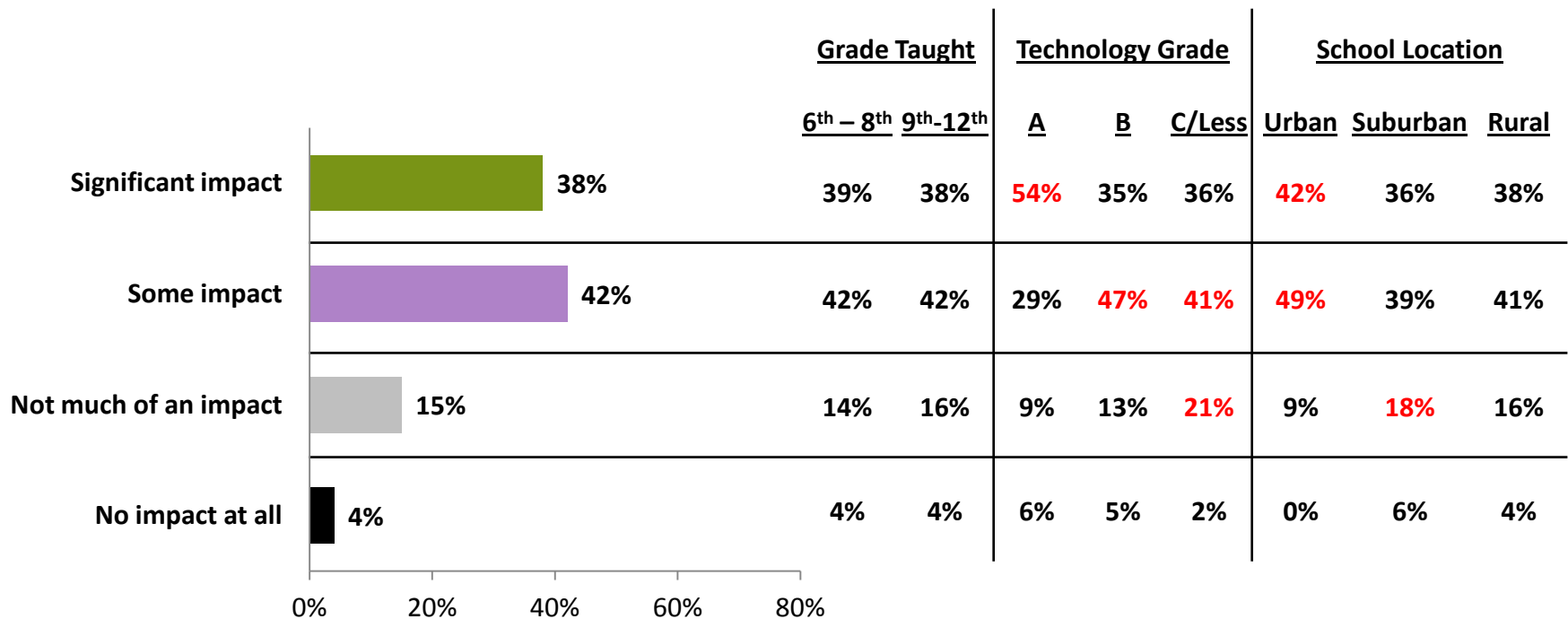
	Total	6-8 th Grade	9 th -12 th Grade
Internet access	19%	17%	22%
Laptops or Chromebooks	24%	27%	20%
LCD projector	15%	16%	13%
Interactive whiteboard or similar technology	17%	16%	18%
Regular printers	0%	1%	0%
Software (instructional, supplemental, assessment)	7%	5%	8%
Desktop computers	7%	8%	5%
Tablets	7%	8%	5%
3D printer	0%	0%	0%
Other	0%	0%	0%

Q.11 Which of the following technologies and equipment do you use in your classroom? (n=413)

Q.12 Of the technology and equipment you use in the classroom, which one do you feel is the most effective technology product? (n=413)

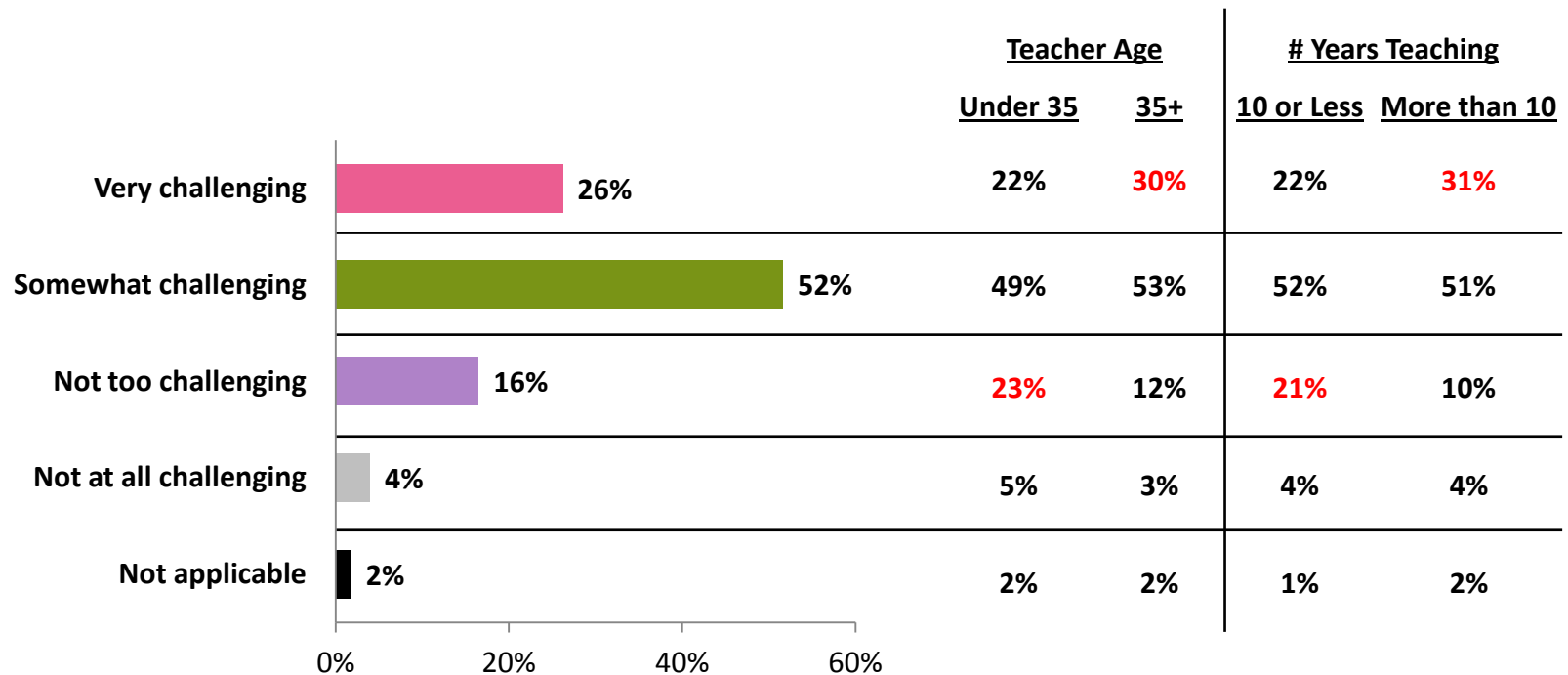
Impact of Students Not Having Access to Technology at Home

- Students not having access to technology at home does impact teachers and their ability to incorporate technology and online assignments into homework – 80% rate this as having a significant or some impact.
 - Teachers in urban schools are more impacted by students not having access to technology at home (91%, compared to 75% for suburban and 79% for rural school teachers).



Challenge Delivering Personalized Learning Experiences

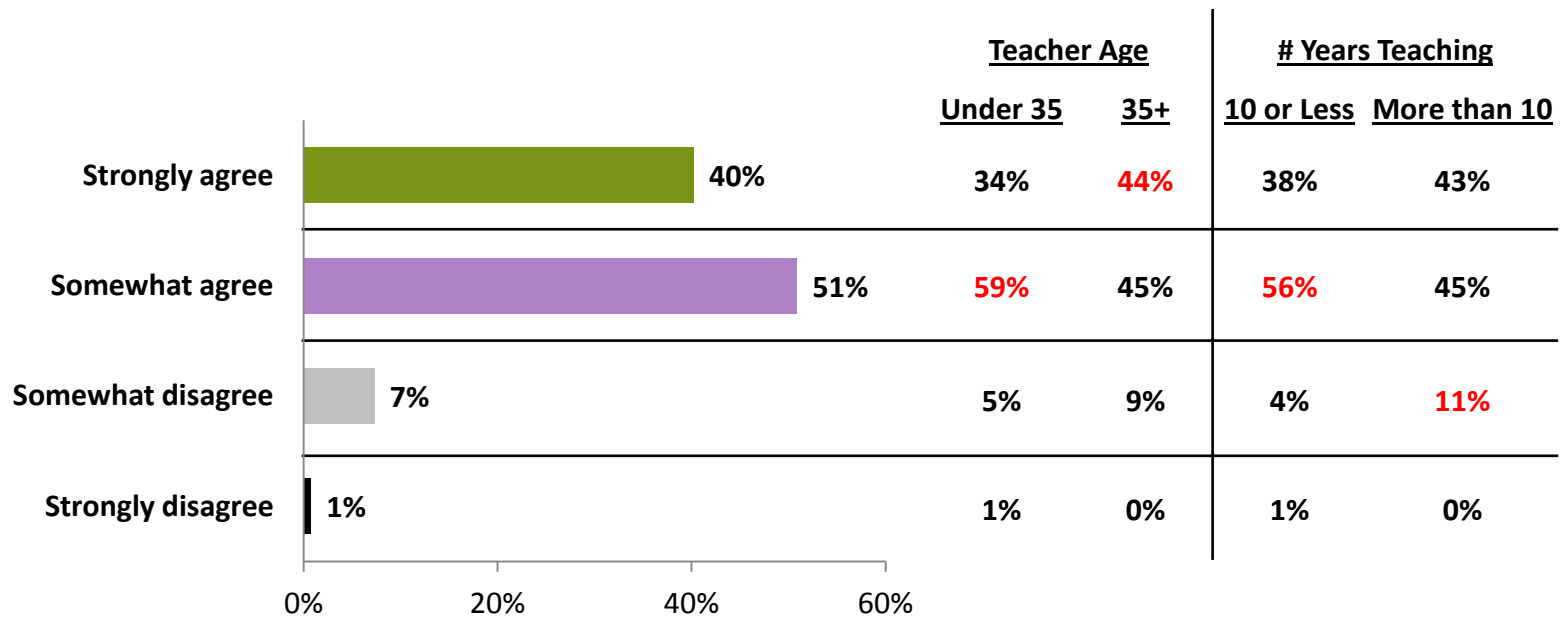
- Over three-fourths of teachers (78%) find it very or somewhat challenging to personalize learning experiences for students who require more support.
 - Teachers over the age of 35 or those teaching for more than ten years are more likely to find it very challenging to personalize learning experiences for students who require more support.



Q.14 How much of a challenge is it for you to deliver personalized learning experiences for students who need more support, such as below grade-level readers, English language learners and students with special needs? (n=413)

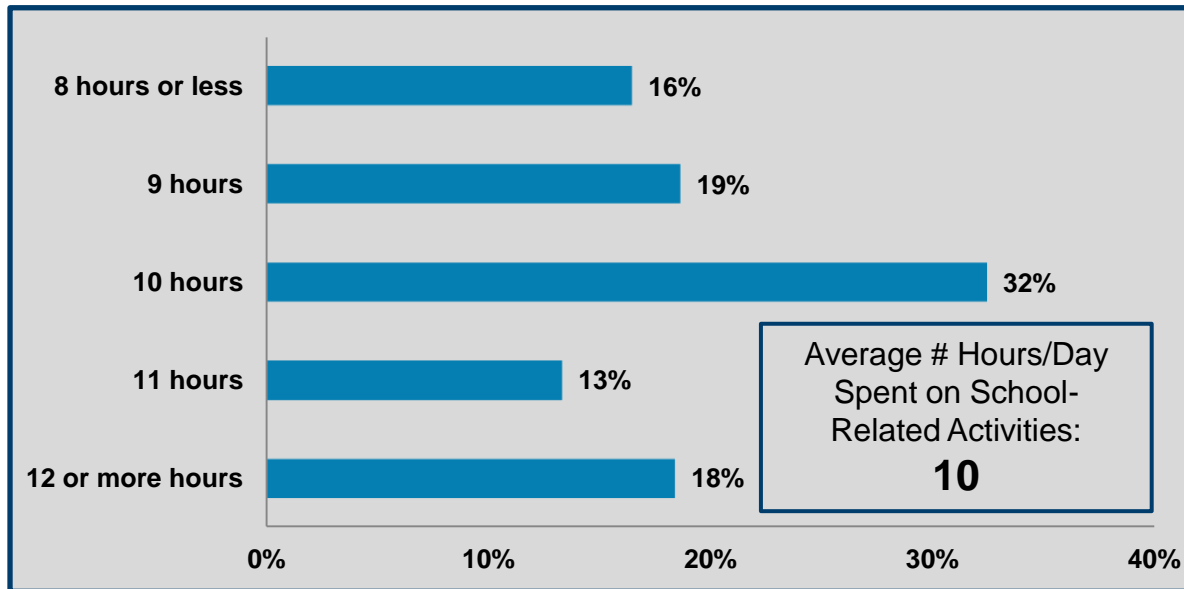
Technology's Ability to Tailor Lessons to Individuals Student Needs

- The vast majority (91%) agree with the statement “Technology provides a greater ability to teachers to tailor lessons and homework assignments to the individual needs of each student.”
- Teachers aged 35+ are significantly more likely than their younger counterparts to strongly agree with this statement.



Time Spent Per Day on School-Related Activities

- Teachers put in long days! On average, the number of hours in a typical school day spent on school related work and activities is 10 hours.
- On average, one-third (33%) of a teacher’s daily time is spent performing administrative tasks.



Percent of Hours Spent on Administrative Tasks

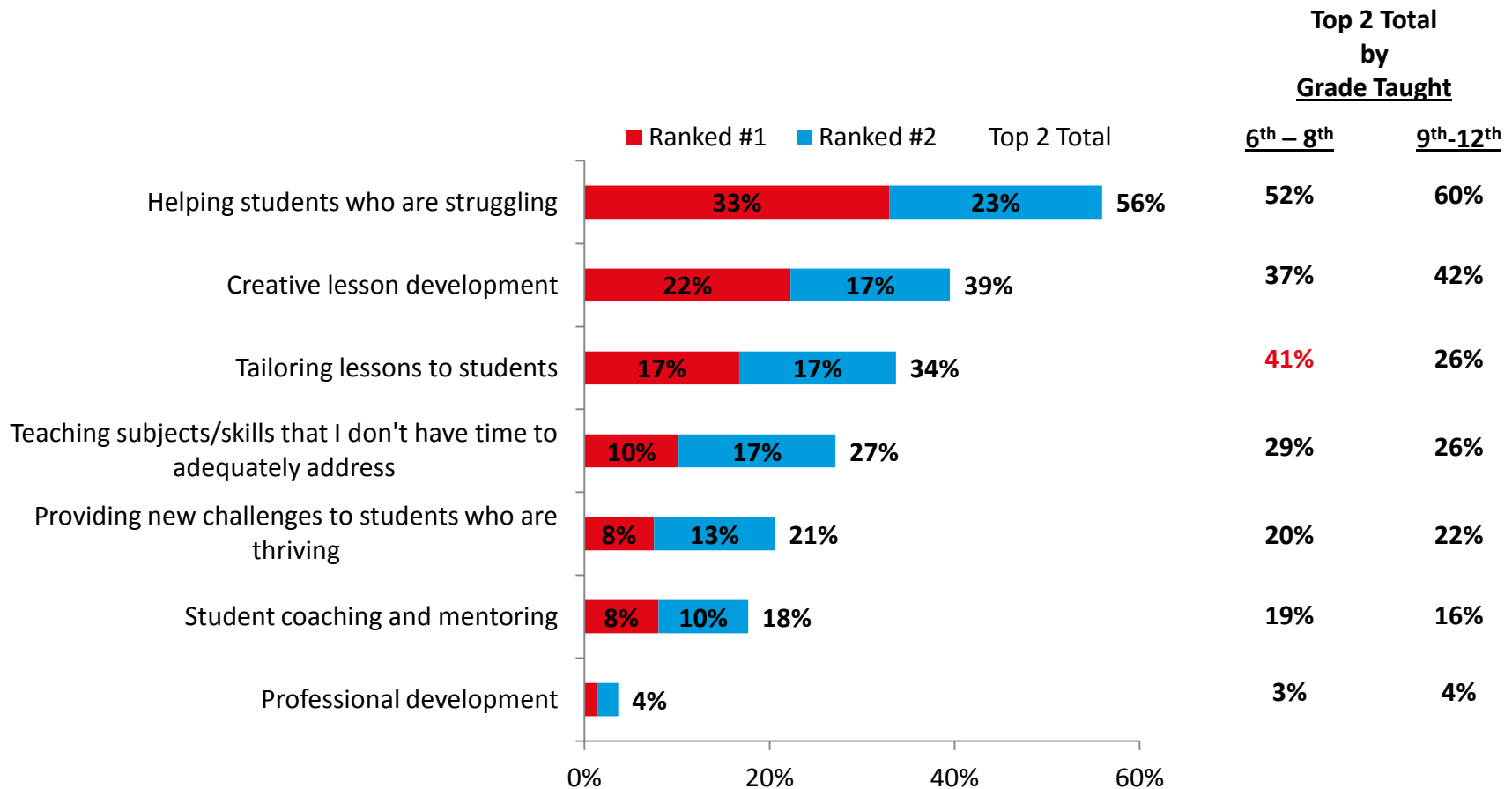
20% or less	18%
21% to less than 25%	9%
25% to less than 30%	14%
30% to less than 40%	29%
40% or more	29%
<i>Average</i>	<i>33%</i>

Q.16 For this question, please think about your typical school day, not just the time teaching but also the time you spend at school before classes start and after classes, as well as school-related work you do from home after school and in the evening. When you think about all the school-related work you perform in a typical day, how many hours of your 24-hour day are spent on school-related activities? (n=413)

Q.17 And of the hours you spend in a typical day on school-related activities, approximately how many of those hours is spent on what you consider to be administrative tasks, such as grading homework and tests, creating homework assignments, reviewing what was already taught, etc.? (n=413)

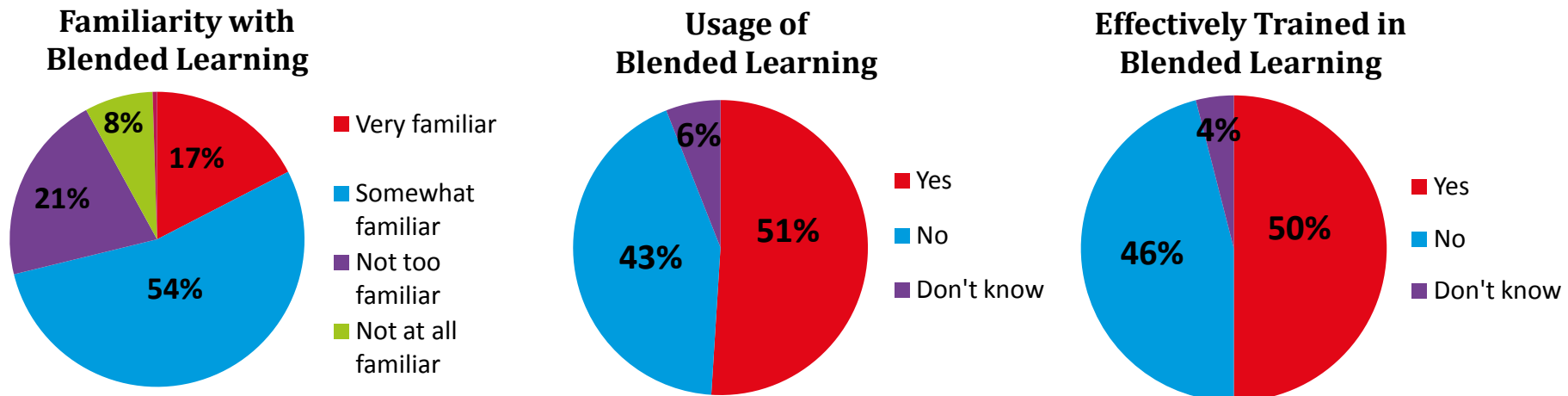
Priorities If Had More Time in School Day

- If teachers had more time in the school day, the most important area they would focus on is **helping students who are struggling** (56%). Next, in terms of importance would be **creative lesson development** (39%) and **tailoring lessons to students** (34%).
 - Significantly more 6th through 8th grade teachers prioritize tailoring lessons to students than do 9th through 12th grade teachers.



Familiarity and Usage of Blended Learning

- Seven-in-ten teachers (71%) are very or somewhat familiar with the concept of blended learning; however, most are only somewhat familiar.
- When prompted with a definition of blended learning (students learn using a combination of direct instruction from teachers and learning on their own using online solutions), just over one-half of teachers (51%) indicate they are currently using blended learning.
- Of those teachers who do use blended learning, only half (50%) feel they were effectively trained to teach in a blended learning setting.



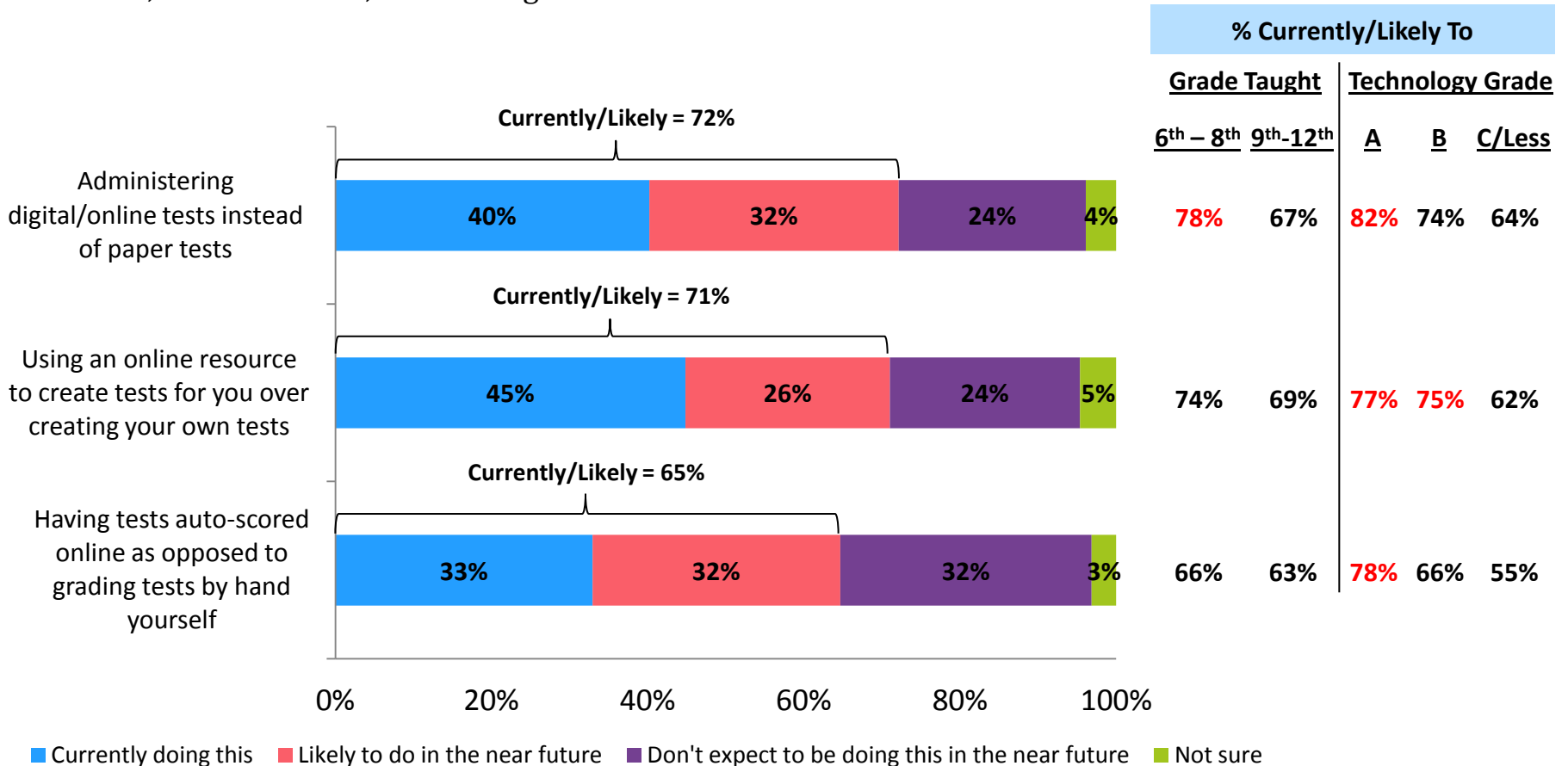
Q.19 How familiar are you with the concept of blended learning? (n=413)

Q.20 With blended learning, students learn using a combination of direct instruction from teachers as well as on their own using online learning solutions. Does your school currently use blended learning? (n=413)

Q.21 Do you feel that you were effectively trained to teach in a blended learning setting? (n=209)

Usage of Online Resources for Testing

- When asked about the usage of digital and online resources for the creation, administration, and scoring of tests, less than one-half of teachers are currently using these resources in the testing process. The most popular current use of online resources (at 45%) is for the creation of tests instead of the teachers creating them on their own.
- Roughly three-in-ten indicate that, in the future, they are likely to use digital and online resources for the creation, administration, and scoring of tests.





Appendix: Profile of Teachers Surveyed

Teachers' Dream Classroom Survey

Teacher Profile

Grades Primarily Taught		Years of Teaching Experience	
6 th to 8 th grade	50%	5 or fewer	24%
9 th to 12 th Grade	50%	6 to 10	30%
Subjects Taught		11 to 15	18%
Math	45%	16 to 20	12%
English Language Arts	40%	21 or more	17%
History/Social Studies	35%	Average # years	12.0
Science	30%	Type of School	
Gender		Public	87%
Female	73%	Private	8%
Male	27%	Charter	3%
Age		Catholic	1%
Under 30	21%	Location of School	
30 to 34	21%	Urban	28%
35 to 40	19%	Suburban	53%
41 to 45	15%	Rural	19%
46 and older	24%	Region	
Average age	38.5	Northeast	26%
		North Central	21%
		South	33%
		West	20%

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