Michelle R. Davis
Senior writer, *EdWeek Market Brief*

Follow Michelle on Twitter: @EWmmdavis

Related Report:
www.edweek.org/go/tc18
Principals Tackle Classroom Tech Challenges

Expert Presenters:

Dan Kelley, president, National Association of Secondary School Principals; and principal, Smithfield High School, Smithfield, R.I.

Kecia Ray, educational technology consultant and former executive director, Center for Digital Education

Holly Kurtz, director, Education Week Research Center
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
School Leaders and Technology

Results From a National Survey

Holly Kurtz, PhD
Director, Education Week Research Center
The Survey

- **Focus:** Screen-time, personalized learning, social media, cyber-bullying, media literacy, sexting, and the Computer Science for All movement.

- **Administered:** February 2018

- **Sample:** Nationally-representative

- **Professional Roles of Respondents:** School-based leaders, such as principals, assistant principals, and deans

- **Total Respondents:** 503
Which of the following best describes your beliefs about how much time K-12 students spend using screens at home?

- Too much: 2%
- The right amount: 3%
- Too little: 95%

Screen Time at Home
Screen Time at School

Which of the following best describes your beliefs about how much time K-12 students spend using screens in school?

- 64% believe it is the right amount
- 19% think it is too much
- 17% think it is too little
Screen Time in Higher and Lower-Poverty Schools

Which of the following best describes your beliefs about how much time K-12 students spend using screens in school?

- Too much: 19%
  - 50% or less low-income: 13%
  - More than 50% low-income: 6%

- The right amount: 66%
  - 50% or less low-income: 61%
  - More than 50% low-income: 5%

- Too little: 26%
  - 50% or less low-income: 20%
  - More than 50% low-income: 6%
## Screens vs. Paper and Pencil

For each of the following activities, do you prefer that students in your school use devices with screens, or paper-and-pencil?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Devices with screens are better</th>
<th>Paper/pencil is better</th>
<th>No difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct research</td>
<td>88%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Take standardized tests</td>
<td>51%</td>
<td>31%</td>
<td>18%</td>
</tr>
<tr>
<td>Improve reading ability</td>
<td>28%</td>
<td>35%</td>
<td>37%</td>
</tr>
<tr>
<td>Practice new math concepts and skills</td>
<td>24%</td>
<td>51%</td>
<td>25%</td>
</tr>
<tr>
<td>Take notes</td>
<td>21%</td>
<td>45%</td>
<td>34%</td>
</tr>
<tr>
<td>Learn new math concepts and skills</td>
<td>19%</td>
<td>56%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Personalized Learning

Which of the following best describes how you perceive the personalized learning movement?

- Threat to public education: 3%
- Passing fad: 6%
- Not on my radar screen: 9%
- One of many school improvement strategies available to me: 28%
- Promising idea: 23%
- Transformational way to improve public education: 31%
Personalized Learning

How much concern do you have that digital technologies used to personalize learning will contribute to the following problems?

- Students spending too much time on screens: 12% None, 36% Very little, 31% Some, 18% Quite a lot, 18% A great deal
- The technology industry gaining too much influence over public education: 7% None, 26% Very little, 32% Some, 21% Quite a lot, 14% A great deal
- Students working alone too often: 20% None, 39% Very little, 24% Some, 14% Quite a lot, 14% A great deal
- Companies collecting too much sensitive student information: 6% None, 22% Very little, 36% Some, 25% Quite a lot, 11% A great deal
- Student learning being reduced to the mastery of discrete information and skills: 6% None, 26% Very little, 41% Some, 19% Quite a lot, 8% A great deal
- Diminishing the role of the teacher: 18% None, 45% Very little, 24% Some, 9% Quite a lot, 9% A great deal
Social Media, Cyber-Bullying, Media Literacy, and Sexting

How concerned are you about each of the following issues at your school?

- **Student social media use outside of school**
  - Not concerned: 14%
  - Moderately concerned: 28%
  - Extremely concerned: 55%

- **Cyber-bullying**
  - Not concerned: 17%
  - Moderately concerned: 35%
  - Extremely concerned: 45%

- **Students’ inability to gauge the reliability of online information**
  - Not concerned: 19%
  - Moderately concerned: 36%
  - Extremely concerned: 43%

- **Student sexting**
  - Not concerned: 15%
  - Moderately concerned: 22%
  - Extremely concerned: 29%
  - Extremely concerned: 34%

- **Student social media use during the school day**
  - Not concerned: 17%
  - Moderately concerned: 26%
  - Extremely concerned: 30%
  - Extremely concerned: 28%
### Responsible Use of Social Media

**How prepared do you feel to take the following steps to help students use social media responsibly?**

<table>
<thead>
<tr>
<th>Step</th>
<th>Not at all prepared</th>
<th>A little prepared</th>
<th>Somewhat prepared</th>
<th>Very prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate strategies to help students use social media responsibly</td>
<td>9%</td>
<td>33%</td>
<td>45%</td>
<td>14%</td>
</tr>
<tr>
<td>Implement strategies to help students use social media responsibly</td>
<td>10%</td>
<td>32%</td>
<td>45%</td>
<td>14%</td>
</tr>
<tr>
<td>Identify strategies for helping students use social media responsibly</td>
<td>6%</td>
<td>32%</td>
<td>49%</td>
<td>14%</td>
</tr>
</tbody>
</table>
Computer Science For All

Which of the following best describes how you perceive the Computer Science for All movement?

- Threat to public education: 2%
- Passing fad: 4%
- Not on my radar screen: 30%
- One of many school improvement strategies available to me: 23%
- Promising idea: 15%
- Transformational way to improve public education: 28%
To what extent is your school focused on teaching students computer science/data science?
Conclusions

• Concerns about too much screen time at home

• Personalized learning is catching on

• Concerns about student social media use outside of school

• Computer Science for All is on leaders’ radar screen
More Information

• School Leaders and Technology: Results From a National Survey
  

• Education Week Research Center
  
RCInfo@epe.org
Ed Tech: Principal’s View

Dan Kelley

President, National Association of Secondary School Principals
Principal, Smithfield HS, Smithfield, RI

NHS, NJHS, NEHS, and NatStuCo are programs of NASSP
• Empowered learning or personalized learning
  • **Personalized vs. differentiated vs. individualized learning**
  • Harrisburg, SD
    • Middle School Choice
    • High School 60-40 Design
• Telling your story
• Developing PLNs
CHALLENGES of TECHNOLOGY

• Screen Time
• Digital Citizenship vs. Digital Literacy vs. Media Literacy
• CTE & Statewide CS Initiatives
  • CS4RI
• Smithfield’s Story
  • TEALS
• Coding, App Development, AP Computer Science
• Engineering Connections
• Cybersecurity Connections
• Should all kids learn coding?
“Technology will never replace great teachers, but technology in the hands of great teachers is transformational.”

– George Coutros @gcourtos

www.bamradionetworkk.com/quoted
THANK YOU!

Email  
kelleyd@nassp.org

Personal Twitter  
@danielpkelley

School Twitter  
@shssentinels

Facebook & Instagram  
@DanielPKelleyEd

NHS, NJHS, NEHS, and NatStuCo are programs of NASSP
Dr. Kecia Ray
keciaray@gmail.com
# Top 10 Priorities

<table>
<thead>
<tr>
<th>Rank</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Personalized Learning</td>
</tr>
<tr>
<td>2</td>
<td>Digital Content and Curriculum</td>
</tr>
<tr>
<td>3</td>
<td>Professional Development / Skills Training for Integrating Technology in the Classroom</td>
</tr>
<tr>
<td>4</td>
<td>Mobility (one-to-one and/or BYOD)</td>
</tr>
<tr>
<td>5</td>
<td>Upgrade Classroom Technologies</td>
</tr>
<tr>
<td>6</td>
<td>Student Data Privacy, including Policies</td>
</tr>
<tr>
<td>7</td>
<td>Networking Infrastructure Upgrades</td>
</tr>
<tr>
<td>8</td>
<td>Common Core/State Standards</td>
</tr>
<tr>
<td>9</td>
<td>Online Testing</td>
</tr>
<tr>
<td>10</td>
<td>Cybersecurity Policy, including Acceptable Use of Technology</td>
</tr>
</tbody>
</table>
Digital Content in Schools

Almost 50% of PreK – 3 classrooms use digital content only

54% of 4th and 5th graders use digital content

57% of 6th through 8th graders use digital content

51% of 9th through 12th graders use digital content
Digital Content and Curriculum Strategy

- Yes, the district has a digital content and curriculum strategy. 69%
- The district's digital content and curriculum strategy is under development. 3%
- No, the district does not have a digital content and curriculum strategy at this time. 28%
## Drivers of Digital Content and Curriculum

<table>
<thead>
<tr>
<th>Rank</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To create a more personalized learning environment for individual students.</td>
</tr>
<tr>
<td>2</td>
<td>To increase student engagement in the classroom.</td>
</tr>
<tr>
<td>3</td>
<td>To provide extra support for struggling students or students with special needs.</td>
</tr>
<tr>
<td>4</td>
<td>To supplement learning with information not found in the traditional curriculum.</td>
</tr>
<tr>
<td>5</td>
<td>To raise test scores. (Tie)</td>
</tr>
<tr>
<td>5</td>
<td>To help students improve their technology skills. (Tie)</td>
</tr>
<tr>
<td>6</td>
<td>To help students improve their technology skills.</td>
</tr>
<tr>
<td>7</td>
<td>Cost savings compared to printed material.</td>
</tr>
<tr>
<td>8</td>
<td>Other</td>
</tr>
</tbody>
</table>
Print v. Digital

- On average, 37% of classrooms continue to use print media.
- Most districts provide a curated digital content repository for their teachers.
Use of Open Education Resources

- Yes: 77%
- No: 23%
Mobile Device Policies and Issues

- 89% of districts have a mobile device policy, this is inclusive of laptops but may not include cell phones.
To Code or Not to Code?

52% of districts offer coding to students

41% offer coding to ALL students
Technology Professional Development

- The district mandates ongoing technology-based professional development, requires attendance multiple times per year, and provides training on the newest forms of technology including the use of social media.

- The district provides technology-based professional development at least once a year.

- The district mandates ongoing technology-based professional development and requires attendance multiple times a year.

- The district does not provide technology-based professional development at this time.

26. How is the district providing professional development (in live or virtual form) regarding the use of technology for instructional staff? (Select one)
WHAT IS LITTLEBITS?

littleBits is a 21st century tool for invention-based learning. The easy-to-use electronic building blocks snap together with magnets empowering everyone to create inventions, large and small. Each color-coded Bit has a specific function (e.g. lights, sensors, internet connectivity) and is reusable. With endless inventions, guides, and resources, educators and students can engage in increasingly complex challenges and grow their technology literacy, critical thinking, creative confidence, coding and steam skills.
LITTLEBITS EDUCATION SOLUTIONS

FREE CONSULTATION
We’ll help you to implement the most effective STEAM and coding program based on your needs.

COMPLETE SOLUTIONS
You will receive all resources you need for a successful implementation.

OPPORTUNITY FOR SCALE
Start with the Starter Solution and scale to be a fully immersed STEAM district
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
Principals Tackle Classroom Tech Challenges

Suggested Reading from *Education Week*:

This year’s report takes a hard look at what principals are thinking and doing about some of the most vexing technology issues in their schools.

*Spotlight on Principal Leadership*
In this Spotlight, learn how principals are providing input on ESSA's implementation, gaining management savvy from the business world, and balancing classroom visits with other leadership responsibilities.