



Prepared for:



Lowell Public Schools

Staff IT Satisfaction Survey

Conducted as part of the Review, Analysis, and Update of LPS District Technology Plan

March 26, 2015



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Introduction and Demographics



Introduction

On behalf of Lowell Public Schools, the Center for Educational Leadership and Technology conducted an online survey to measure the district's progress on the goals that were set in the 2012-2015 technology plan and also to provide a benchmark for customer satisfaction.

Demographics

- Lowell Public Schools disseminated an online survey to all PK-12 staff. The survey was open from February 4 – 13, 2015. Approximately 400 staff completed the survey.

Distribution of Grade Levels			
Elem (PK-5)	Middle (6-8)	High (9-12)	Central Office
42%	32%	21%	5%

- The sample included: teachers, administrative assistants, clerks, coaches, counselors, nurses, paraprofessionals, social workers, technology integration specialists, technology staff, therapists, tutors, as well as building and district administrators. Staff from all but one school responded.
- The majority (85%) of staff surveyed were LPS employees three years ago.



Select Findings



Select Findings

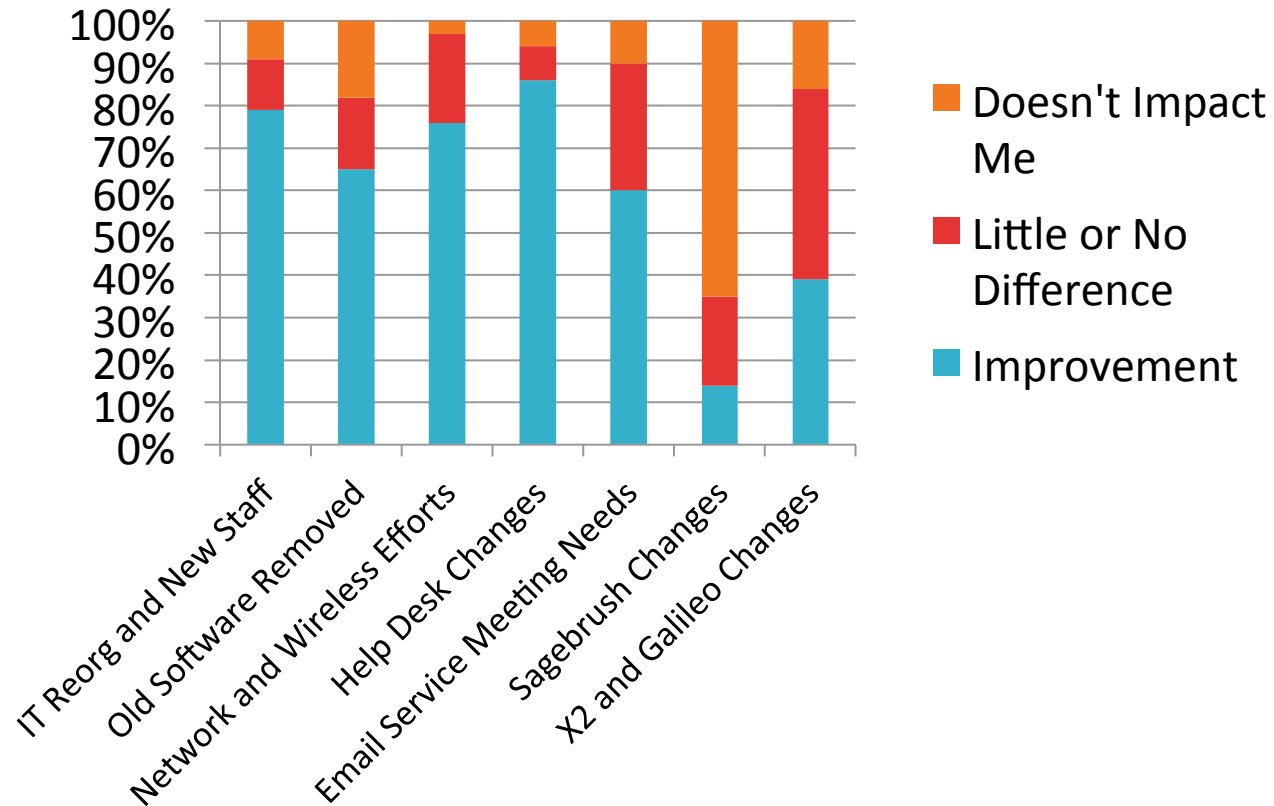
- Seven-in-ten staff said they were aware of “outdated or unusable equipment” being removed (72%) or replaced (69%) in their class, school, or district.
 - Approximately a quarter of teachers who were in the district three years ago were unaware of “outdated or unusable equipment” being removed (21%) or replaced (23%) in their class, school, or district.
- Two-thirds (67%) of teachers have been given a teacher laptop.
- Most (80%) teachers have at least 1 classroom computer that connects to the Internet. An additional 14% said they have one in their school.

Select Findings (cont'd)

- Almost two-thirds (66%) of teacher respondents said they have increased their use of technology for instruction. More than half (62%) use technology to deliver instruction.
- Only half (51%) of teachers said their students' use of technology has increased. Few teachers (16%) said their students are mastering technology competencies.
- Just over half (54%) of teachers “need more training” on technology tools in their classrooms.
 - Almost twenty percent (18%) said they are not aware of training on classroom computing devices.
 - Over forty percent (41%) are not aware of training on interactive whiteboards and projectors.
 - A third (34%) are not aware of training on integration.

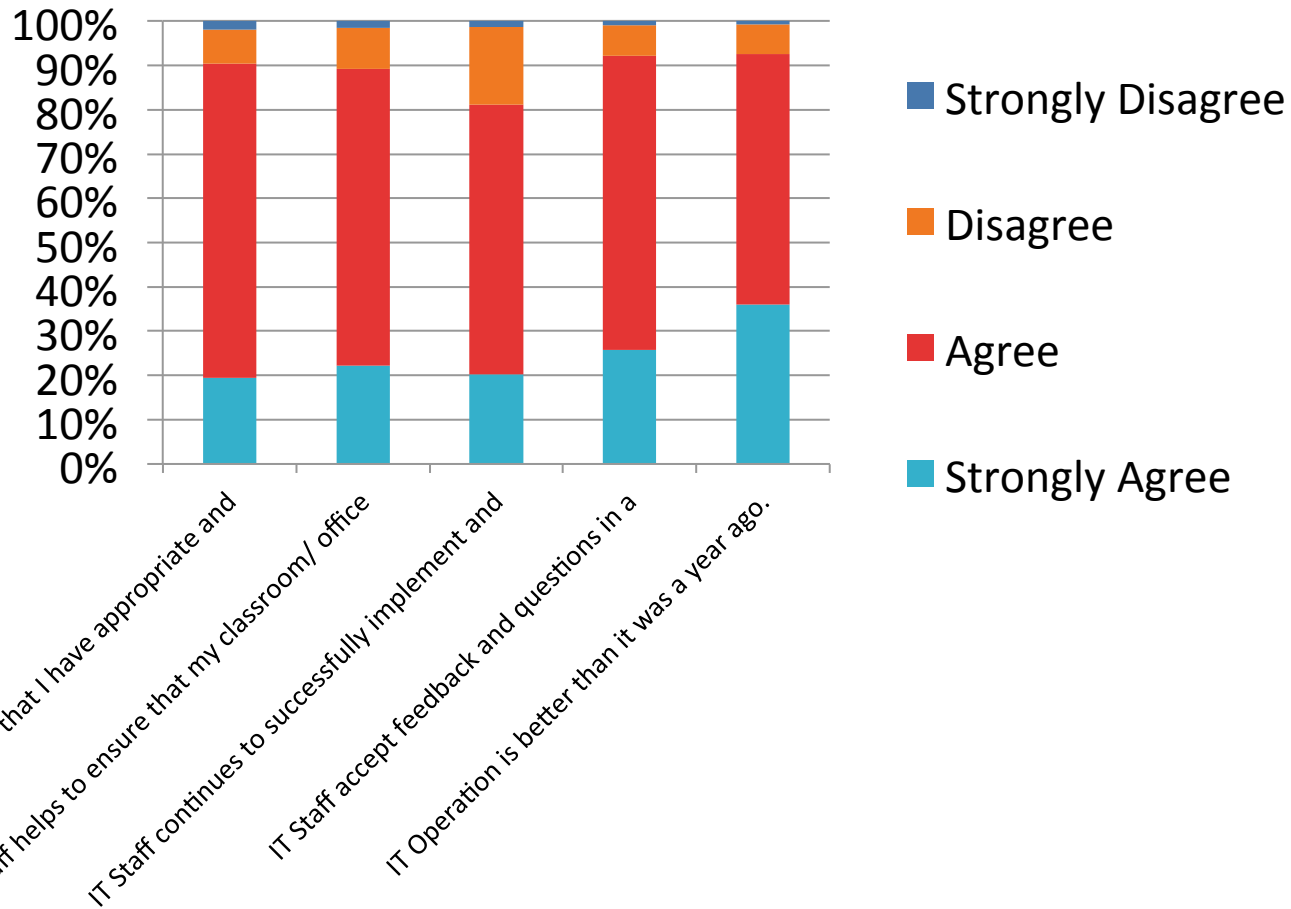
Select Findings (cont'd)

- Staff who were in the district three years ago were asked about specific recommendations from the 2012-2015 technology plan. The results below do not include those who were not aware of the effort.



Select Findings (cont'd)

- Overall, the feedback from all staff regarding the IT Department was highly complimentary and favorable.



Select Findings (cont'd)

- Nearly all staff requested e-mail communication from the IT department.
- Staff requested alternate communication including:
 - social media,
 - LPS website postings,
 - automated telephone calls, and
 - text messages.



Staff Comments



Open-Ended Staff Comments (cont'd)

Technical Support and IT Department

“Overall, I am very satisfied with the vision, implementation, and hands-on availability of this department.”

“What I like best about our tech department under Bill's leadership is that I am able to think long-term with them and develop a tech strategy for my building.”

“Thank you so much for your hard work bringing our students and staff into the 21st century!!!!”

“...It is amazing how much you (IT) accomplish with so few people...”

“Great improvements Keep it up!”

“I applaud the progress and improvements.”

“The Help Desk is invaluable!”

“I have had a couple of interactions with members of the IT department to repair my laptop and found each to be knowledgeable, helpful, and very efficient.”

Open-Ended Staff Comments (cont'd)

Professional Development

“Loved the Tech in the classroom class I took over the summer - but need more support with this through the school year - would like targeted PD on truly integrating technology, especially in how to get students using it more for research, presentations, and collaboration.”

“Thank you for all your efforts. I enjoyed Art and Laurie’s course this past summer!”

“Looking forward to more technology classes!”

“More basic training during PD days. It is difficult to attend after school training.”

“I would like more staff professional development offerings that are student centered, and more than one session.”

“Again, my biggest concern is the availability of advanced training for teachers. Every training seems to be focused at the novice, it is about time to step it up a couple of levels for the innovators that want to continue to improve instruction.”

Open-Ended Staff Comments (cont'd)

Request for Additional Staff

“My only wish would be that we could have full-time technology teachers at the elementary level so students could use the current technology to its potential.”

“Technology instruction needs to be returned to the elementary schools. The children need these skills taught to them. It is of critical importance.”

“Every middle school should have a Technology teacher as part of the AA staff, and students should have to rotate through every year.”

Open-Ended Staff Comments

Request for additional technology

“Improvements such as Elmo projectors and Smartboards would be a great next step in the kindergarten classrooms.”

“We need more SMART boards at the high school. We also need better access to WiFi for lap tops and presentation carts, they work terribly and you can not rely on them.”

“What has been set up so far seems to be working. Technology should not be only given to classrooms but to mini classrooms who are servicing students.”

“I am working in an art room and would love updated equipment for my students to use.”

“I would like to see tablets given to all middle school students.”

“By not having an interactive white board my students loose a chance to enrich their content in science.”

Note: In a 2013 PBS national teacher survey many (68%) teachers wanted more classroom technology. This figure increased to 75% for teachers in low-income schools.

<http://www.edweek.org/media/techartechusagesurveyresults.pdf>

Open-Ended Staff Comments (cont'd)

Communication and Decision Making

“I do feel the lines of communication have been substantially opened with our new IT staff.”

“Classroom teachers need more of a voice as to what the district purchases and does not renew.”

“Please let us know if you are doing something to our computers before you do it.”

“I feel strongly that the IT department overall does a fantastic job. The only area of improvement would be in communicating to the staff new initiatives, programs, changes. It seems that many times changes are made with no notice, no explanation or no time to prepare.”

“I feel that updates, new installations, migrations, future plans need to be communicated prior to the start of the event and not after the fact.”

“Share successes and creative use of technology through the district Monthly newsletter to share technology tips would be great for those of us who want to increase our creative use of technology.”

Open-Ended Staff Comments (cont'd)

Communication and Decision Making - continued

“Thank you for taking the time to solicit feedback. It would be great to learn the results of the survey and the plan to address any problems noted. Thanks again. I've worked in several other districts and Lowell's IT department appears to do a great job with very little staffing.”



About CELT



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About CELT

For nearly a quarter of a century, CELT has helped education leaders align their use of information technology with improved student learning. CELT works collaboratively with educational organizations to support and transform 21st century teaching, learning, and administrative processes. In order to ensure widespread and productive use of technology, our strategies include staffing plans and professional development programs, as well as maintenance and support activities.

CELT is one of the largest and most comprehensive providers of research and planning services for schools, education service agencies, and departments of education. CELT's mission is to help learning organizations attain their vision, mission, and goals by integrating high-quality, mission critical **programs**, **services**, and **technology** with the organization's **people** and **processes** in the most timely, efficient, and cost-effective way possible.