

DANGEROUSLY IRRELEVANT SURVEY

Results compiled November 23, 2009

“Why my school organization isn't making more progress when it comes to effective implementation and integration of digital technologies”

Tables and Charts

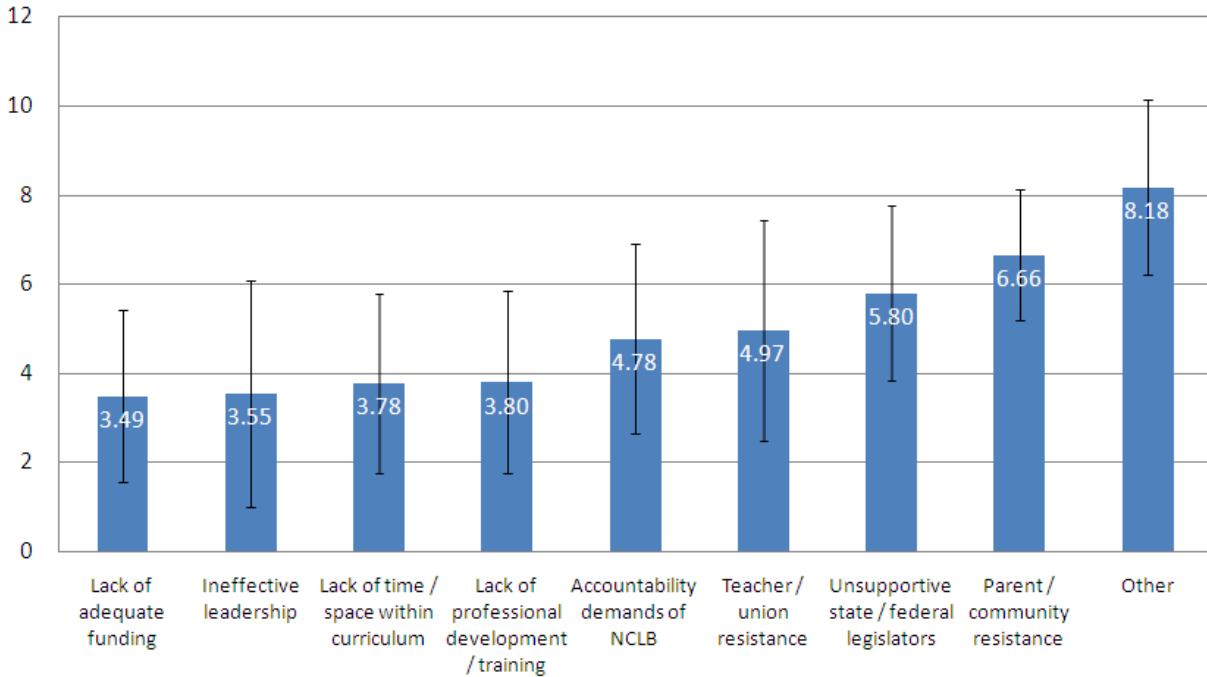
#	Answer	1	2	3	4	5	6	7	8	9	Responses
1	Ineffective leadership	183	79	58	59	37	45	31	54	15	561
2	Teacher / union resistance	52	68	62	69	68	59	53	95	35	561
3	Lack of adequate funding	113	82	104	94	85	37	25	19	2	561
4	Accountability demands of NCLB	43	52	71	82	105	77	81	53	17	561
5	Parent / community resistance	2	6	10	34	48	124	150	162	25	561
6	Unsupportive state / federal legislators	14	36	34	51	74	105	136	92	19	561
7	Lack of professional development / training	67	121	98	86	63	48	48	27	3	561
8	Lack of time / space within curriculum	69	111	111	76	72	50	43	27	2	561
9	Other	18	6	13	10	9	16	14	32	443	561
	Total	561	561	561	561	561	561	561	561	561	

Statistic	Ineffective leadership	Teacher / union resistance	Lack of adequate funding	Accountability demands of NCLB	Parent / community resistance	Unsupportive state / federal legislators	Lack of professional development / training	Lack of time / space within curriculum	Other
Mean	3.55	4.97	3.49	4.78	6.66	5.80	3.80	3.78	8.18
Variance	6.50	6.15	3.78	4.58	2.14	3.86	4.21	4.09	3.87
Standard Deviation	2.55	2.48	1.94	2.14	1.46	1.96	2.05	2.02	1.97
Total Responses	561	561	561	561	561	561	561	561	561

Item	Appearances in Top 3	Total	Percent in Top 3
Ineffective leadership	320	561	57%
Lack of adequate funding	299	561	53%
Lack of time / space within curriculum	291	561	52%
Lack of professional development / training	286	561	51%
Teacher / union resistance	182	561	32%
Accountability demands of NCLB	166	561	30%
Unsupportive state / federal legislators	84	561	15%
Other	37	561	7%
Parent / community resistance	18	561	3%

**"Why my school organization isn't making more progress when it comes to effective implementation and integration of digital technologies"
(1 = most important reason; 9 = least important reason)**

[n = 561; chart shows average rank and one standard deviation above/below]



dangerouslyirrelevant.org

Open-Ended Comments

- "old school" teachers have no interest, and they are the "power brokers" at schools
- #5-8 don't really apply to my district. #1 and #2 should be tied for first place!! thanks!
- A choice that is not listed is teacher professional commitment. Even with all of the best supports in place for true effective integration to take place, there needs to be commitment to implementation and integration on the part of the teacher.
- Above all, fear is a prime motivator in the opposition to technology. The internet is still that big, bad, evil place where perverts lurk in every corner waiting to accost our children.
- Accountability demands are the same here in Canada
- Administrators seem to feel dumb when it comes to understanding tech plans. That makes them defensive which makes it difficult for them to learn. Also, with the huge number of responsibilities that they have, they truly can't devote much time to it. As a result, they are unable to be leaders in this area.
- Administrators who know NOTHING about technology and do not take the time to educate themselves get to make the decisions about tech ... how it is used in the classroom, platform,

networking, software, etc. FRUSTRATING when they do not listen to teachers & others who use tech to instruct, communicate, & innovate education.

- All of the above in some capacity. It was difficult to prioritize.
- and mainly because what constitutes "progress" is ill-conceived and/or not well-defined. Tough to make progress when the target (achievement on poorly constructed, low-level assessments) might actually BE the problem.
- Another thing that I am having issues with is instilling in the students the proper and responsible use of the various technology. Such as not using the privilege of having a school email account and then using it for personal use or going to website that they know that they are not suppose to be visiting as part of the class.
- As a Canadian admin/teacher in a school with a terrific relationship with its community, I don't have to worry about NCLB, teacher or parent resistance. / / We assume that integrating tech is a good thing, even as we are not sure exactly what that looks like yet. Its successful integration will come as both a grassroots movement--that is from teachers developing best practices--and from as a top-down movement led by leaders who see the goal and make space for that grassroots development. The one can't happen without the other.
- At my school, our tech "coordinator" is unwilling to keep up, unhelpful for those that do want to, and generally squashes initiative.
- At our school there are still teachers who choose not to use technology. And that is tolerated by administration! As sad as that is, it is almost understandable because teachers who work hard to integrate technology into meaningful, interactive lessons are consistently frustrated by a lack of support from admin and tech ed. The quality of our hardware is steadily declining due to budgetary shortfalls and lack of staffing while the demands of NCLB (reporting, data collection, admin salaries) continue to deplete precious resources that could be used to positively impact classroom instruction.
- By far the biggest problem is administrators who have poor management skills, in place because of nepotism and cronyism. State curriculum has far too many objectives that are often inappropriate for their age.
- Complacency is our number 1 problem. Our private school is full, kids are getting into great colleges, seem happy, and people are beating down the door to give us \$20K per year tuition. Why change? No one but me, my IT staff, and a handful of teachers seems to acknowledge that the world has changed outside our walls. / / The other items on the list pale in comparison. I suppose you could call that ineffective leadership, but the apathy is systemic.
- Coordinate implementation with all leadership is needed.
- Difficult to make change when you can't even get your Superintendent to use email. Doesn't know how, doesn't want to learn! 2) NCLB is the worst piece of educational legislature to come down the pike in the last 50 years, and that's saying something. 5 and 6 are really the same thing. The best quote I've heard: "Our students are better prepared for the industrial revolution than at any time in our history". Sad but true! Things will not change until parents demand change, and then it will be a long slow process. Education, by it's very nature is resistant to change. Something drastic will need to happen soon.

- Educators need more time and freedom to make change.
- Even if you do something effectively, authentic instruction is frowned upon because the content is not seen as easily (vs. massive worksheets, etc.) It is also viewed poorly because of the amount of time taken (we can't cover all the curriculum because there is too much of it.) Students balk because the learning is different and they have figured out the system (most of this resistance is from students that have not had to work as hard.) In a school about to go one to one, the NCLB issue and the use of exit exams being planned by the state, along with a massive curriculum, can be the death knell to any effective use of technology.
- Every student should have a laptop with wireless Internet connection, digital video recorder, microphone headset, and time to use these digital technologies.
- Excuses, excuses, excuses. I like to look at the growth of megachurches. Often they start in a funeral home or gymnasium or warehouse. Instead of letting lack of space and resources stifle them they make things happen. They will turn around their "sanctuary" and turn it into their "Sunday School" space in 5-10 minutes. And yet we let rooms sit empty during the school day and say we need more classrooms. They also build for the future. For example, the Church of the Resurrection in Olathe, KS looked at the future developments around them and said, "Let's build a great youth ministry for the demographics who will be filling up those developments." They were ready when they people came looking. Schools tend to be reactionary and we don't even do that well!
- Faculty feels too overwhelmed to take on anything "new".
- For digital integrations to occur, the leaders need to realize that the current curriculum is from the 1950's and needs to be updated!! Then fund the resources that teachers need!
- For me, only 1 and 2 really apply. The others are all equally low on the totem pole.
- For me, Other (lack of clear models for how instructional practices must change to incorporate technology as learning tools) along with a lack of funding would be weighted much higher than the next tier of barriers.
- For us it all comes down to funding, funding, funding. As an Adult/Alternative ed school we have next to nothing.
- funding, curriculum, and accountability are by far and away the top three. However, even if I had funding for a smart board (after taking 10 hours of training over the summer and getting all keyed up for it), we would need additional funding for wiring LCDs to ceilings or front wall. There are so many students in my classroom that I am constantly moving my LCD cart to move around the room.
- Hard choices all... but generally, our state legislature and DoE (and the realities of teaching in a state without income tax) make changes without understanding the consequences.
- hard to rank... most of these are major contributors..
- Helping fellow administrators understand the changes taking place in our world beyond our traditional classrooms and school structures is the most important and complicated task I face in doing my work to further engaged learning and 21st Century Skills.
- I am actually very impressed with the progress our teachers have made integrating technologies given the challenges of reduction in educational funding over the last many years. At the

elementary level, there is less para support in the classroom and at the secondary level, class sizes have increased consistently over time, resulting in more work and stress for teachers. This year, for the first time, I have noticed teachers pulling back from staff development opportunities presented in this area and although it disappoints me, I understand the demands the teachers juggle.

- I am frustrated as my administration doesn't support cooperation among departments, so good ideas die with the creator and the program remains stagnant.
- I am the new instr. tech. leader in the district, but it is working with all of the leadership that is the issue. / Community resistance ties into the funding issue.
- I believe that effective change starts at the top. Grass roots movements in education hit to many administrative walls to be effective. When upper level administrators and principals see technology as a priority is when change will happen. This is not to dismiss teachers' roles. The "I've been teaching 20+ years and what I do is fine" teacher needs to get with the program and realize we're preparing kids for a future we don't know about.
- I believe that ineffective leadership leads to the lack of PD/training, lack of adequate funding and on down the line.
- I feel lack of professional development/training and lack of knowledge in general of how to use what is out there is the most important reason. I think my last 3 could really be in any order (Unsupportive state, Parent/comm, and Lack of Time).
- I feel we already have a issue with cell phones in the school, kids should have to have them in lockers until school is over.
- I have no idea what NCLB is.
- I have only been at my current school for short period of time. In that time we have invested in a software program that will individualize training needs for teachers. Time is a huge issue as well as skill set of teachers. It may take a while to accomplish our goals because teachers lack the prerequisites.
- I teach at an independent school.
- I think Ineffective Leadership is a good way to describe the problems at the top. Perhaps Ineffective Teachers would be better than implying that the teachers are simply resistant to change. They are only resistant to the extent that they are digitally illiterate.
- I think it is being implemented only by teachers in our district who have a personal interest. As a result students may pass through our system and due to scheduling will either receive great or limited exposure to digital technologies. There is no system wide movement or implementation.
- I think it's a huge matter of that we don't have enough time to use technology, plus I believe that of the professional development sessions, there is a lot of preaching, not a lot of teaching. Of course, we can watch videos about using technology and that we aren't implementing it, but if we are not shown how to use/implement technology within our curriculum, no good comes out of this topic.
- I think part of our problem is fear of the CIPA< COPPA etc. laws regarding internet protection. We are a very conservative district and this is, at the least, the excuse I get when I ask about

"loosening up" on the reigns a bit. It could be the folks in charge are just "way 20th century" about the whole thing. Our teacher resistance is not due to a union.

- I think teachers feel burdened by all of the requirements they currently have in place, without adding technology to the mix. So instead of hearing "let's INTEGRATE technology," they are hearing, "here is ONE MORE THING for you to add on to your list."
- I think that some teachers do not see it as important. They have their curriculum that they've been doing for years and they don't need to add technology. It's seen as a fun add-on to what they do. / / Also, we have a school board that is anti-technology. There are several members who do not feel that technology should be in school.
- I think that we don't have a common vision for what tech integration looks like. We are currently educating the leadership on what tech integration looks like and getting inter-rater reliability.
- I wish I could take some of these off the list, not just move them to the bottom.
- I wonder if it's the same at all schools, e.g., effective implementation is easier at the middle school vs. high school level? / / I also think that curricula are too regimented now to allow for spontaneity of ideas/projects to be incorporated into the classroom. Teachers just can't seem to put aside a plan to make room for something new, better, more interesting.
- I work at a private school, so issues like ineffective leadership and NCLB don't really come into play. The major issue at my school site is teachers who have dug their heels in and consider the use of technology as a "luxury,." They make statements about how the pencil and paper are "good technologies" and while that may be true in some cases, they refuse to accept that students today do not see technology as a luxury. They see it as commonplace and normal.
- I would not use the term ineffective for the leadership reason. I'd say more unaware leadership... The focus of the leadership team is on the accountability demands and at times the awareness of how (and why) to make effective implementation and integration of digital technologies fit into that area is a big problem.
- I would say my union/ association is supportive- offering PD that the district does not offer. However, they have argued about new tech expectations being added to our workday on top of everything else, with nothing being taken off our plates and no training. I see pockets of resistance from teachers who still don't recognize the value in integrating tech. I appreciate when the association offers pd or points out that the district is piling on an awful lot. Teachers who won't use the resources tech provides annoy me, though.
- I'd add that it's PERCEIVED demands of NCLB and and PERCEIVED lack of space in the curriculum. And I'd also replace the adjective "ineffective" leadership with simply "lack of forward-thinking leadership" in the curriculum, IT and administrative departments. They are so focused on those little test numbers and scripting lesson plans to be sure every teacher is on the same page on the same day (and that no child ever be exposed to or allowed to interact with the outside world) that NOTHING else enters their minds.
- If I knew what exactly the issue was, it would be easier to address. Right now, for me, it is hard to say exactly why it is so hard. It seems like the barriers for me personally are different than school wide but maybe more cross over than I know.

- If it is not an administrative priority it will not happen.
- Ill-defined target (high-stakes, low-level assessments) make "progress" questionable. It is hard to make progress when the target IS the biggest problem.
- I'm both a teacher and a parent - two different districts. My experience is that "parent resistance" is a teacher-generated excuse. I find that even parents in low SES families realize that technology and the surrounding instructional issues is important. Sometimes they realize the importance better than teachers.
- I'm counting "accountability demands of NCLB" to include the demands of all testing, mandated by NCLB, state, or local
- Inadequate training(, due to insufficient educational knowledge of the trainers)
- Ineffective leadership is key! Our school system is crippled by an abysmal Director of Technology that reports directly to a technologically-inept Superintendent.
- inertia? / / i don't think your responses cover all the possible reasons...
- Inflexibility of teachers to change teaching style
- Instead of ranking it would be nice to rank the importance of each one, since the last 4 aren't an issue.
- Institutional inflexibility also impacts the speed of moving a larger urban district into the 21st Century.
- It may not be ineffective leadership but uncommitted leadership. The "Other" has to do with our technology infrastructure, which includes tech support.
- It takes time and with the additional mandates needed by state and federal laws - we DON'T have the time. There are bigger issues facing education: funding - family structure and student achievement. / / Students still need the basics - what happens if technology fails?
- It's hard to delineate by issue because it all becomes a self-feeding system. NCLB certainly creates a climate where legislators make poor decisions and some leadership on district and state levels are afraid to innovate. In today's economic climate, funding is spent on pet projects or more of the same instead of things that will actually advance learning and teaching.
- It's incredible in this day and age, and having computers around for 15+ years in schools - that our leadership is so inept at their use for collaboration, communication, and engagement / / Since so many (majority?)school leaders still cant figure out that we are living in a knowledge based economy, how do we ever expect to increase the effectiveness of our schools? These 'leaders' still read PowerPoint decks to us in our staff meetings, stuff our mailboxes with dead trees instead of use technology to enhance learning in our organizaions. / / It would be funny if it werent so sad.
- It's really just off the radar in my District. We have one professional with three aids to run the network and provide support for the entire district. It's not thought of as a solution for learning or made a priority in any way, i.e. teachers are never required or asked how they use tech.
- It's so sad that we have the technology in our school and it just sits and collects dust because the classroom teachers are not comfortable using it or they have no idea how to integrate technology in their teaching.

- Just because someone says they are focused on data driven learning, doesn't mean they have any understanding of learning or data.
- Lack of time is the only real reason. Most of the others do not apply at all, to my school.
- Lack of understanding by those in power about importance of having solid, stable network, hardware to facilitate effective integration is a big problem at my school.
- lack of understanding process management by executive administrators
- Laws prohibiting charter schools, lack of leadership at the school and district level. School boards are cheerleaders not agents of innovation and reform.
- Leadership is about changing things. Without change you are a manager. It is noteworthy that organization hire leaders and turn them into managers by restricting resources such as money and time. The use of technology should be part of curriculum design in such a way that outcomes cannot be meant unless technology is used. Until this happens and tech is left to those who don't give into the managerial role penetration will remain pocketed. / / / (Matthew - typed on BB while watching daughter's hockey practice)
- Leadership needs to have a cooperative and collaborative vision therefore allocating the necessary resources and implementing the changes. However, a leadership team that constantly encounters operation deficits cannot create vision. We have a five year plan of acquisition but not a financial plan to fund the five year plan. What is that saying? It is demeaning and frustrating. We invest in what we treasure. The resistance to raise local taxes while at the same time the legislature puts the onus of the burden on local control and financing is counterproductive. We need a new alignment of goals and resources. We have buildings with upgrades and minimal technology investments and now no money. How did we get here?
- Legislation continues to be a roadblock to the educational system - funding, regulations, "accountability", that distract good teachers, administrators, and schools from the true focus of learning.
- Loss of teacher autonomy. Most of the initiatives are determined without teacher input and adequate discussion and/or training.
- Most administrators are clueless when it comes to the usefulness and opportunities with integrating technology. We only have 3 educational technology staff members for a district of over 12,000 students. There are NO full time educational technology personnel in the school buildings. It makes things difficult. Then of course, is money.
- Mostly resistance from teachers who say they're too busy to learn something new.
- My "other" number 1 selection is the almost total lack of awareness and resistance to learn and DO by admin and teachers.
- My district has hit on a good model but could use more funding. Every summer 2 teachers from each campus go to a week long intensive course about technology. They have to apply and I know 8 - 10 on my campus are chomping at the event. / / The get hands on experience and lesson planning training with every piece of equipment our district supports. Then they get a \$10,000 grant to purchase equipment for their classroom. They only get to use part of the money up front. Then they conduct training on their own campuses to get access to the rest of the funds. Some of the equipment is for their rooms only (Promethean boards) but much of it

can be loaned out to other teachers (Ipods/geo caching) / / On my campus this really works because our principal is looking at what works with the kids and gives us the biggest bang for our buck. He is then purchasing what the teacher are demonstrating they can use. / / I can also borrow some of this equipment from the district by e-mailing one person. I go pick it up because the office is next to my school, but they will also send it by interschool mail system. / / In the past I've had difficulty with parents who did not want their kids posting their work on line. This year I had one question about the "online boogy man" and the other parents shot down that as an urban legend. My kids are publishing their papers on line, videos about math concepts, and science experiments/demonstrations.

- My district has received a lot of technology, but the lack of training leads to misuse. When things break they are also not repaired, so things that could quickly return to use in the classroom stay in closets.
- My other is too much blocking of Web 2.0 sites.
- My other is: IT dept lacks vision/doesn't prioritize education
- My other would be the failure of teachers to recognize that technology is not an add on. It's not one more thing they have to do on top of everything else. It's simply a more efficient, creative, engaging way of doing everything else. If they could use technology as just another tool then lack of time would not be an issue.
- My school attempts to be rather innovative but only in the way that meets a specific vision and fails to support or encourage teachers struggling to implement technology or to provide more time for everyone interested in trying new methods of teaching.
- My school has 1 red cell, and is in year 4 of NCLB. Almost all of that red cell can be attributed to 2 teachers who say, "they can't do it, why bother trying to get them up to that level." / / And we can not get rid of them.
- My teachers still see technology as another addition to the curriculum, and they argue that they do not have any more time in their day for more technology. The teachers are feeling overwhelmed with all that is expected of them, and for many, technology takes a back seat.
- my top three are all interconnected: teachers don't want to take away from the rest of their curriculum to plan a techy-lesson because they are to be accountable for "real learning" that has been "working" for years.
- Need the leadership to make things happen-- key component is missing
- Need to quantify PD/Training too many take this as attending a 101 course in how to use software. Rather separate training from professional time to explore opportunities and develop school curriculum.
- No concensus on demands with which rapid change impacts learning processes. Field tests for standardized assessment take longer than entire refresh cycle of tech tool options. We are not preparing students to filter and funnel key info into organized process in order to create multiresolution answers to a single prompt. Biggest factor as roadblock is peripheral vision to see change and creatively adapt.
- Not enough access to computers and technology in our district. Everything is tied to standards of NCLB rather than authentic learning

- One reason why I think we've made very little progress is that teachers are not encouraged to play with technology. What do I mean? Well I believe that teachers should be given some technology to play with at home, by way of explaining I'll say that my eyes were not opened until I received an iPod touch as a gift. Once I had this in my hand 24 hours a day and began to explore its possibilities I began to wonder how I could use it in my class. Some of this technology will simply take time to become imbedded. There is also little to no incentive to build it into our classes as our standardized exams do not reflect anything to do with technology.
- Only two of these apply because we have effective leadership, no resistance from the union, and the majority of teachers are making efforts to change. We don't worry much about NCLB except for what is absolutely necessary, and our community is fairly supportive. Professional development is available for those who care to participate, and many of us are simply making time. We are blessed with a forward thinking administrators who are not only supportive but are ahead of us in most technological efforts. I would say that the only thing holding us back is lack of sufficient funding. Our administration spends every bit of funding they can on technology, but thanks to politicians, our state and federal funding keep getting cut and the cost of educating kids continues to rise.
- Other = inability to monitor responsible use of technology by students. How do I let them use their phones/ipods/etc. and know that they aren't cheating? / / I would LOVE to have all of my students on laptops. Who is going to buy them? The govt? They just cut our funding by 10% - the parents? They are losing their jobs.
- Other = Lack of time for teachers to learn to use these technologies - this is an issue at my school. / / 2.It simply isn't seen as a priority by school management - the view seems to be that we now have a projector in every classroom (even though one room where I teach has never had one fitted and most don't work properly because the bulbs are almost dead) therefore we are integrating technology. I think the management view is that technology = PowerPoint. / / 2. An arbitrary and unaccountable filtering system also makes online learning activities a challenge. On one occasion a site I was using was filtered mid-lesson! Very frustrating.
- Other includes: Technology itself. Updates that make programs and hardware inadequate in a year. Public education that can never keep up with technology compared with the private sector. Technology breakdowns.
- other is inadequate facility or classroom, outdated equipment, lack of resources
- Other- unreliable technology (wireless that doesn't work, smartboards with glitches, classroom computers w/ problems, printers with problems, etc.) / / 7,8, and 9 aren't really factors
- Other would be the blocks placed from IT department. This has been a huge obstacle!
- Other: District Technology run by non-educators who cannot and/or will not see the benefits of unblocking resources teachers could/should use in their classrooms.
- Other: Tech department road blocks - not understanding needs of educators - control issues
- Other--not necessarily teacher resistance, just general issues with knowledge and use of what's out there. Yes, training is certainly needed, but there's just so many teachers that don't go looking on their own. They wait until someone tells them about it and maybe they might try it out (maybe).

- Our biggest blocker is support for teachers- meaning a tech support person in every building so that teachers feel they can take risks with technology integration. (and get help with effective tech integration) I think it is 'ineffective leadership' that they don't see the need for building support. They also don't often raise expectations with our teachers and many veteran teachers are telling the union that this 'technology stuff' takes them too much time and changes their 'working conditions'.
- Our computers have been commandeered for very expensive English Language Learning programs. If the state is going to mandate that kids from foreign countries learn English in one year and expect it to happen by using computers, they are sadly mistaken.
- Our issue with implementing more digital technologies is definitely a lack of time within the curriculum. Our teachers already feel so bogged down and overwhelmed, that adding more to their plate pushes them toward frustration. Lack of professional development ties into this - we really need coaching/mentoring with new technologies so they'll really be used in the classroom, but time is a major issue with this as well.
- Our superintendent is close to being a techno phobe and thus it is not high on his list.
- Our teachers are clamoring to use the available flex labs and the computers in the media center. There just aren't enough to go around. A few need training, but most are on board.
- Our teacher's lack of knowledge in technology and their fear of trying something new are our biggest challenges (plus they will say it's lack of time for everything such as getting on the computer to go out and search for sites to use with their students!). We supply professional development in technology quite often, require it's use in daily organization tasks, but in every "initiative" that we start in technology we get such a backlash of complaining, fear and "how am I ever going to do this?!?" that we have to cut our plans in half or more and take such baby steps that we're moving at a snail's pace.
- Ours is probably 80% ineffective leadership. The person in charge has no idea what is needed by teachers. We have so many resources blocked simply because she doesn't think they are relevant. For example, "Music appreciation" sites are blocked, even though our Middle School kids are ALL required to take a Music Appreciation class. / We are told those sites are blocked by the state department, even though we all know kids in other districts who are using those same sites at school for real learning experiences. I feel so sorry for our kids - they are going to be competing for college application and for jobs against kids who use these resources daily. / It makes me so angry!
- Poor schools need more funding. We have been cut to the quick. Class size is going up and up. VERY few classroom paraprofessionals in our elementary schools. Mandates that make NO sense whatsoever in the grand scheme of things. Lip service paid to 21st century skills, but no new technology due to lack of funding. Assessments take up such a huge chunk of our year we have no time for exploring our students' creativity.
- Really, the top 3 issues are the real issues in our district-the others are really non issues-adequate funding impacts the number of classes/teachers at hs and elementary school as well as what we can provide for support, professional development and equipment. We do the best we can with what we have-the bottom 5, if you can call them that-are all impacted by #1

- Schools are set up in a hierarchy that assumes teachers need to obey administrative decisions without teachers actually getting an opportunity to modify requirements to fit their classroom situation. / / Teachers themselves are vulnerable to "group think." And innovation threatens the power structure among the teacher ranks: dept chairs, AP teachers, IB teachers, administrator wanna-bes who are studying to be administrators while they teach. / / Administrators get distracted by initiatives and requirements and forget that teachers are the ones who are the bottom line in education. We don't need so many administrators--especially the ones who work in offices in a building across town.
- Some of these are related. / / I don't see the legislature and lack of funding as two different items. Legislature is very interested in a quality 20th (19th?) century schedule and curriculum and budget accordingly. / / The leadership here is really good at planning; not good enough at finding ways to execute plans. / / I think if we quit worrying about NCLB and concentrated on teaching and learning, we would have better success. / / Teacher/union resistance (if there is any) will drop if they know they are going to get support and training and time to learn the tools and develop lessons with the tools.
- Some of these issues are connected. If there were more time, there would be better PD.
- Sometimes, we are our own worst enemies! Sometimes we have to look at the big picture and do what is best for children. If we keep them first--the rest is easy!
- SUPPORT from the state feds for MONEY and TIME would get this job done! Why did it work for every school in Main? How many schools would not have participated if it was left up to local districts?
- Teacher resistance and lack of technology learning on their own time is really a drag on tech usage. Leadership from supt., principals is vague and lacking due to their apathetic and poor tech knowledge.
- Teacher resistance and union resistance are two separate issues. Teachers especially follow their leadership. None of the defined leaders in the union, district or state is providing anywhere near the adequate leadership necessary. You can add teacher/administration colleges to the group that is not providing adequate leadership, but it too should be reason by itself.
- Teacher resistance in some cases. Not convinced it's necessary. If it ain't broke, don't fix it. Me, the kids and the book. / / TIME. Teachers who are interested/ could figure things out with or without without a lot of training do not have time to mess around. Already had full time jobs planning and teaching and evaluating. Hard to learn how to change.
- Teacher resistance to change would be another option- not necessarily the teacher/union choice.They might be resistant for several reasons. But not wanting to do extra to implement change is something we face with some teachers.
- teacher time is so limited and things are always being added to our plates, while nothing is taken away - also, although our superintendent is amazing and has a real vision, there is seemingly no accountability for individual principals under site-based mgmt. Our school has terrible morale and no real leadership.

- Teacher unions not allowing school districts to remove teachers from their jobs when they are not effective. / / Teachers who become Principals for the wrong reason, money.
- Teachers don't understand how to incorporate technology into what they do; school leaders need to take time with teachers and dialogue about the role of technology; how it can be incorporated into instruction to improve learning. Problem is school leaders don't know how to do this either. Leadership is required to bring it all together so that technology isn't separate, but embedded in the solution. We never separate pencils and papers from designing our solutions; or driving our cars to the meeting as separate from attending the meeting to get at solutions. Technology is a given. Leaders and teachers need to see that the discussion is about learning; technology is in the solution but not THE Problem or THE solution.
- Teachers resistant to change
- Teachers will not spend time outside contract time to learn things, the union supports this, and the "technology" department is more worried about the ramifications of new technology in conjunction with keeping it working, keeping it inexpensive, and legal ramifications, than in how something might be made to work. Most educational leaders are not computer literate and know next to nothing about 2.0 production possibilities.
- Technology is so easily outdated and it's expensive.
- Texas places too much on the TAKS and it takes center stage when it should not.
- The ineffective leadership has been with previous superintendents and building principals. This has changed at least at the district level thanks to support from our Board of Education. The new leadership is exploring ways to get past all the other roadblocks.
- The inequity of tech hardware in our district is appalling. New schools open with the IWB and latest/greatest in every classroom, while older schools have bake sales to just buy a few laptops. Sad.
- The key issues are time, priorities, the speed of change and a lack of confidence amongst staff (as opposed to teacher resistance per se)
- The lack of focus is really holding us back. Our leadership has many answers for our needs and we try to address them all at once. We are doing many good things adequately, instead of doing a few things with excellence.
- The lack of time/space is not necessarily in CURRICULUM as much as it may be "play time" for teachers to become willing experimenters and learners themselves. I do not mean "play" in the entertainment sense, I mean "play to learn" the way toddlers do.
- The lack of training is very closely linked funding. There almost one in the same.
- The people in charge at the top do not think in the same way that the people running the technology think. This difference in thinking leads to communications that are misunderstood along with the administration not seeing the bigger picture or impact that technology can have.
- The problem with Public Education is the philosophy of Progressive Education, it is a false and failed concept. Other than the Union Resistance, none of your issues are a problem.
- The staff in our building tend to fall into three categories. The first group is ready and willing to integrate new technologies, but most complain that their schedules allow little time to explore these 21st century tools. The second group would be willing to attempt meaningful integration,

but only if it's forced upon them. The third group still has trouble accessing their e-mail and would rather call tech support than spend 5 minutes figuring out the problem for themselves.

- The Teacher's Union has negotiated with our District Admins into our Negotiated agreement that there is NO mandatory PD for teachers and the report to work/student supervision Buffers are grossly inadequate for PD(10-15 mins.) Let alone any Tech-related PD. We have significant financial obstacles as well but our situation is the result of a long term general neglect of technology beyond teacher productivity and "classic" student productivity Computer classes. Negotiating away requirements for PD and opportunities for elective pd within the work day, lack of any significant, ongoing funding for just the upkeep of currently installed Tech and a lack of a plan for improving the above is the result of inadequate leadership.
- The tech leaders in our district do not involve anyone in the teaching staff. They provide what they think is the appropriate solution without any input from teachers, aides or library/media staff. They provide no opportunity for dialog/discussion/involvement. They pass edicts as to appropriate use/specifications etc. and then expect everyone to be grateful.
- The technology that we try to use already is not very reliable so it becomes easier not to use it. Often if people want to use technology they end up being frustrated because it will take forever to do something that shouldn't take too long to do, so honestly people don't plan it into their curriculum because they feel they will have to punt and come up with something different anyway.
- The time to play and take risks plus leaders who expect innovative 21st century learning (rather than simply hoping for it) are the key issues for me.
- There are many days that behavioral issues eat up so much time, you feel like you can't do much teaching at all. New tech requires new skills requires time to learn requires time to explore. There just isn't enough time most days.
- There are so many other mandates we must spend valuable time on it spreads our PD time for technology pretty thin. While our Iowa Core Curriculum will be a very positive move for the state, there are so many hoops to jump through in the implementation plan we lose focus on the components that are really important.
- There are two types of school leaders that I have encountered (though I have only ever worked for one type) which are those who fear their higher-ups and do as they're told without questioning validity, meaning, or reason, and those who do as they see best for the students in their school, placing the mandates of their higher-ups on the back burner and prioritizing the needs of their learners. It is a rare breed, the principal who falls into the latter category.
- There is a general belief among administrators that using technology is somehow a replacement for "real" teaching. We are constantly having to fight battles to just be able to use basic computer resources, yet all of our high schools are "one to one" campuses!
- There is NO TIME to learn or design use of technology in the curriculum. It also is important to note that often, even if a teacher has taken the time to design curriculum to use technology, THE TECHNOLOGY DOESN'T ALWAYS WORK and the classtime is wasted. That even happens in our teacher inservices. A speaker comes in to tell us how great technology in the classroom is, and then the technology doesn't even work for this so-called expert.

- There is some un-named fear that gets injected into the conversation. Fear of change? Fear of professional impotence? Fear of looking like a fool? / / Not sure what, but something impedes thoughtful discussion.
- There seems to be a negatively based belief system that keeps teachers from considering the potential that exists. If they could let go of the need to defend and blame, they could realize such amazing things.
- There seems to be interest among teachers and some administrators to integrate technology in more powerful ways. However, there is little time or support for those who are interested but don't know how to proceed. A few teachers have taken initiative to offer PD, but the sessions are poorly attended because there isn't much incentive for teachers to put in the extra time.
- There's a big reverse bell curve here. Some teachers (who don't have leadership positions) are doing a great job. The problem isn't lack of professional development opportunities, but lack of some teachers' motivation to engage in that development.
- These flow into one another. Since there is limited leadership, there is not PD. Many believe digtech is an add-on and hinders AYP, so that makes it a lack of time/space. Since the leadership finds it unimportant, teachers resist implementation. Items 6-9 in my situation have little if any bearing. Politicians don't really care what is done. There is money available, but digtech not a priority, and parents believe their kid's school is doing fine...it's the other schools that are in trouble.
- This is about more than technology. This is about the fundamental structure of public education. Are we an assembly line? That structure won't facilitate implementation of technologies and higher order thinking.
- This was tough to rate. If the feds weren't mandating so much via NCLB, the leaders wouldn't be so concerned about test scores and funding would support more than just teaching to the tests. PD is lacking, but not because I don't try (I am a tech integration specialist), but because there is ONE of me for nearly 2700 students, 300 teachers and nine buildings 25 miles apart North to South and 15 miles apart East to West. Admins support using technology to track students and scores, but don't seem to "get it" about tech integration, so, therefore, don't support P.D. - always something "better" to do. They funded another tech support person but won't fund more Integration Specialists. That alone tells you something. Some teachers resist, but mostly due to time constraints. Then there's funding. Again, some of our schools have funding, especially those "identified" schools, some of our K - 4 schools have nearly nothing and take the hand me downs from the middle and high schools. Some of our communities (we are a supervisory union) don't support technology for K - 4, but there seems to be overall support for 5 - 12 - however, the school boards are so scared of adding money to the budget that they won't raise our budgets above the state mandated cost per pupil. They bring in high paid people to teach about differentiated instruction, without a mention of using technology to support it. "They" (who decided this I'm not sure) spent thousands to take us to hear Daniel Pink and Alan November, but there was no follow up. "They" just don't get it.
- three minutes? try one!

- TIME to provide professional development...TIME is takes staff to learn something new and add it to their already full plate of things to teach in the classroom! #1
- Too many teachers and administrators blame the lack of funding, but, hey, Web 2.0 stuff is free!
- Too many teachers feel that this is optional, and if a large block of teachers is not using digital technology ti can make it harder for those who want to..
- Under Other: Lack of ability and understanding of making the technology work.
- Unless the people at the top embrace, support, and model tech integration themselves, it will not be deemed important enough to do except for the few who do it because they want to.
- Until policymakers (both local, state and national) start trusting teachers to use their professional knowledge to make judgments about curriculum and instruction, we are stuck in a micromanaged and difficult position. Why anyone would think we can solve problems that plague society within a school day is beyond me? It is vital that policymakers start recognizing this fact.
- Until teachers begin to use technology to make their own learning more efficient and/or effective, they won't even begin to introduce digital tools to their students. We're looking at a "belief barrier." Teachers aren't really convinced that digital tools can enhance learning. That's got to change before any other factor. / / Bill Ferriter
- Very complicated issue.
- we are a small rural district with dedicated, interested, web eager teachers. However, currently in the position of "IT specialist" is a person who has enjoyed a long and storied relationship with the district. While this person has strong talents in many areas, technology is not one of them. This person is so entrenched and ingratiated into the district fabric that it is a lack of leadership on the part of principals and superintendent to have her function changed and a better prospect brought in. Furthermore, because of limited knowledge on the part of leadership I don't think they truly know how behind the curve this person is. Teachers are clamoring for leadership in this area and we are hamstrung by lack of bandwidth due to rural location and server issues. What we actually do have is good grant writers yet innovation and leadership do not follow.
- We are just beginning to move towards using technology. A large Grant (\$112,00) bought lots of computers, projectors and interactive boards. Teachers are not comfortable using these new technologies. They are gaining confidence and improving everyday. Only the numbers 1-4 are factors in our lack of technology use. We have professional development ready to go but just don't have much time to implement yet.
- We are making progress, at least this year. 1-1 computing begins its roll out in our district next year, and teachers are worried about it and taking our tech courses and trying new things. We'll see if it is sustainable or if instruction actually changes significant in the next few years.
- We don't have teacher unions in South Carolina.
- We have strong leaders but they are ineffective models. They talk the talk, but will not walk the walk. If they resist adopting technology/strategies then how do they expect their employees to adopt it? The time has come to force change on educators because they are unwilling to do it themselves.

- We seem to need more professional development, but at the same time the teachers are not very willing participate in it. They don't see a need to.
- We're a private school, so state/federal and NCLB do not apply. Some teachers resist, and administrators don't require it, so some teachers do what they did 20 or 30 or 40 years ago.
- what a poorly defined question. My school is making progress as are my colleagues and our students the above are randomised. You need to set more specific parameters to gather what could be interesting data but please don't equate digital integration and effective learning they do not necessarily correlate. Good luck on your quest
- While I did say "lack of adequate funding," I'm not sure that's true. I think it comes down to priorities. We have the funds, but they are often used for things like textbooks or other items that we could phase out if we spent the \$ on technology. So, maybe I would rephrase "lack of adequate funding" to "misplaced priorities on funding."
- While I don't think the parent/community resistance is the really that significant, rather perception of potential resistance is, particularly with respect to the ridiculously stringent filtering policies in our district. This is a rather conservative, middle-upper middle class, suburban community and it seems that the teachers and the administrators are very fearful of "rocking the boat" too much around here.
- While our district leadership is more supportive of technology implementation/integration, there seems to be little expectation that the building administrators (principals/associate principals) develop any understanding of technology use. If a principal is personally interested in tech integration, it is more likely that it is more successful in their building. There seems to be little expectation that those principals who have low interest/low tech skills will learn to utilize or model tech use, despite numerous PD opportunities and millions having been spent on hardware. Building admin seems to be the missing link, in my experience.
- Why do you combine teacher and union resistance? Are these the same thing? I don't think so. I don't see what the union has to do with implementation of technology.
- You've got a pretty good list for us to work with here!

Original Call for Participants

www.dangerouslyirrelevant.org/2009/11/survey-why-isnt-your-school-organization-making-more-progress.html