

Speak Up 2018-19  
Albemarle County Public Schools Thematic Report  
Teacher

Results based on 284 survey(s).

*Note: Survey responses are based upon the number of individuals that responded to the specific question.*

**1 What is your primary job assignment this year?**

Response	# of Responses	% Responses	State %	National %
Classroom Teacher	207	73%	67%	77%
Special education teacher	40	14%	13%	10%
ELL/ESL/ESOL Teacher	4	1%	3%	1%
Paraprofessional or instructional aide	2	1%	2%	2%
Other	31	11%	15%	8%

**2 What grade(s) do you primarily teach?**

Response	# of Responses	% Responses	State %	National %
Preschool	8	3%	3%	2%
Kindergarten - Grade 1 - Grade 2	49	17%	20%	21%
Grade 3 - Grade 4 - Grade 5	77	27%	27%	23%
Grade 6 - Grade 7 - Grade 8	62	22%	20%	22%
Grade 9 - Grade 10 - Grade 11 - Grade 12	68	24%	18%	26%
All grades	18	6%	11%	6%

**3 What subject is your primary assignment?**

Response	# of Responses	% Responses	State %	National %
General Elementary (all subjects)	109	39%	41%	34%
Career Technical Education/Vocational Education	7	2%	2%	3%
Computer Science	2	1%	1%	1%
English	31	11%	8%	11%
English as a second/additional language	5	2%	3%	2%
Geography	1	0%	0%	0%
Health	5	2%	1%	1%
Humanities	1	0%	0%	1%
Math	24	9%	8%	13%
Outdoor education	0	0%	0%	0%
Physical Education (P.E.)	12	4%	3%	3%
Reading/General Literacy	10	4%	4%	6%
Religion	0	0%	0%	0%
Science	20	7%	6%	10%
Social Studies or History	16	6%	6%	9%
Special education	36	13%	12%	9%
Technology (includes computer lab and technology skills or applications)	1	0%	5%	2%
Visual and performing arts (includes Music, Art, Drama, Media Arts, Yearbook)	12	4%	5%	4%
World or foreign languages	10	4%	3%	2%
Other	13	5%	5%	5%

**4 How would you rate your technology skills?**

Response	# of Responses	% Responses	State %	National %
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Advanced - My skills are more advanced than most adults I know	90	32%	33%	27%
Average - My skills are similar to those of the adults I know	179	63%	63%	68%
Beginner - My skills are less advanced than most adults I know	13	5%	4%	4%

**5 How do you use technology to facilitate learning for your students? (Check all that apply)**

Response	# of Responses	% Responses	State %	National %
Create investigations for my students using digital tools or scientific instrumentation	113	41%	37%	29%
Create videos of my lectures or lessons for students to watch	52	19%	20%	19%
Customize digital content I find online to meet my class needs	161	58%	56%	52%
Facilitate student collaborative projects using online tools	159	57%	58%	46%
Maintain a class blog or class discussion board	61	22%	19%	14%
Poll students in class using mobile devices or clickers	79	28%	25%	19%
Post class information to a school portal	137	49%	53%	46%
Use social media to communicate with parents of my students	98	35%	35%	33%
Use social media to communicate with my students	30	11%	10%	14%
Use an education oriented social networking site with my students (e.g. Edmodo)	58	21%	16%	23%
Use an online curriculum with my students	102	37%	39%	47%
Use digital games with my students	211	76%	73%	66%
Other	35	13%	13%	12%

**6 How do you use technology to support your professional learning or relationships with your peers? (Check all that apply)**

Response	# of Responses	% Responses	State %	National %
Create my own online professional learning networks	53	21%	18%	10%
Engage in online professional communities (such as those affiliated with ISTE, NCTM, ITEEA, NSTA, NCTE)	88	35%	37%	31%
Learn how to do something from an online video	211	84%	85%	82%
Read articles and books on a digital reader or tablet	180	71%	71%	68%
Review data reports on student achievement and performance	201	80%	78%	74%
Use social media to communicate with colleagues	141	56%	54%	55%
Update my professional social networking profiles (e.g. Facebook, Twitter, LinkedIn)	95	38%	37%	33%
Use mobile apps for professional tasks	105	42%	44%	51%
Use Twitter as an informal professional development tool	78	31%	29%	18%
Other	1	0%	2%	3%

**7 How would you rate your comfort with the following?  
Allowing students to have choices about how they want to learn**

Response	# of Responses	% Responses	State %	National %
Very uncomfortable	3	1%	2%	4%
Somewhat uncomfortable	19	8%	9%	12%
Neither uncomfortable nor comfortable	21	9%	10%	18%
Somewhat comfortable	125	51%	46%	46%

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Very comfortable 78 32% 33% 21%

**Communicating with parents and students using social media**

Response	# of Responses	% Responses	State %	National %
Very uncomfortable	34	14%	14%	13%
Somewhat uncomfortable	43	17%	19%	16%
Neither uncomfortable nor comfortable	48	19%	16%	18%
Somewhat comfortable	67	27%	28%	29%
Very comfortable	57	23%	23%	23%

**Creating project-based learning experiences for my students**

Response	# of Responses	% Responses	State %	National %
Very uncomfortable	7	3%	3%	4%
Somewhat uncomfortable	20	8%	9%	12%
Neither uncomfortable nor comfortable	32	13%	13%	21%
Somewhat comfortable	97	40%	41%	39%
Very comfortable	88	36%	34%	24%

**Facilitating student collaborations using digital tools**

Response	# of Responses	% Responses	State %	National %
Very uncomfortable	9	4%	3%	5%
Somewhat uncomfortable	35	14%	15%	13%
Neither uncomfortable nor comfortable	35	14%	14%	21%
Somewhat comfortable	106	43%	40%	40%
Very comfortable	62	25%	28%	21%

**Integrating mobile devices into my lessons**

Response	# of Responses	% Responses	State %	National %
Very uncomfortable	18	7%	7%	8%
Somewhat uncomfortable	28	11%	15%	15%
Neither uncomfortable nor comfortable	67	27%	25%	21%
Somewhat comfortable	93	38%	34%	35%
Very comfortable	40	16%	18%	22%

**Leveraging technology to differentiate instruction**

Response	# of Responses	% Responses	State %	National %
Very uncomfortable	8	3%	3%	4%
Somewhat uncomfortable	20	8%	10%	10%
Neither uncomfortable nor comfortable	52	21%	19%	20%
Somewhat comfortable	110	44%	42%	43%
Very comfortable	58	23%	25%	23%

**Personalizing learning within my classroom for each student**

Response	# of Responses	% Responses	State %	National %
Very uncomfortable	8	3%	3%	4%
Somewhat uncomfortable	22	9%	11%	12%
Neither uncomfortable nor comfortable	52	21%	20%	21%
Somewhat comfortable	97	39%	39%	40%
Very comfortable	68	28%	28%	23%

**Teaching good digital citizenship behaviors and strategies to my students**

Response	# of Responses	% Responses	State %	National %
Very uncomfortable	7	3%	2%	4%

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Somewhat uncomfortable	24	10%	8%	7%
Neither uncomfortable nor comfortable	26	10%	13%	18%
Somewhat comfortable	106	43%	41%	39%
Very comfortable	85	34%	36%	31%

**Using data derived from online tools and apps to inform my instructional practice**

Response	# of Responses	% Responses	State %	National %
Very uncomfortable	11	4%	4%	4%
Somewhat uncomfortable	16	7%	7%	8%
Neither uncomfortable nor comfortable	51	21%	16%	18%
Somewhat comfortable	90	37%	39%	42%
Very comfortable	76	31%	34%	29%

**When my students know more about technology than I do**

Response	# of Responses	% Responses	State %	National %
Very uncomfortable	8	3%	2%	5%
Somewhat uncomfortable	18	7%	8%	9%
Neither uncomfortable nor comfortable	51	21%	22%	28%
Somewhat comfortable	80	33%	35%	31%
Very comfortable	89	36%	33%	27%

8 **Are you teaching in a class where your students have access to at least one mobile device (e.g. tablet, laptop, Chromebook) to use regularly within instruction? (Check all that apply)**

Response	# of Responses	% Responses	State %	National %
Yes, most students are using their own devices or we have devices for students who don't have them	51	21%	20%	24%
Yes, our school assigns devices to students for their use at school	128	52%	40%	37%
Yes, our school assigns devices to students to use at school and at home	83	33%	22%	17%
Yes, I can check out devices to use in my class as needed	27	11%	22%	24%
No, my students do not regularly have access to mobile devices in my classroom	21	8%	15%	15%

9 **Educators debate the impact of mobile devices such as laptops, tablets, and Chromebooks on student learning. For each of the outcomes listed, please indicate if you think the inclusion of such mobile devices in the classroom has had a strong impact, a moderate impact, a negative impact, or little or no impact on student outcomes.**

**Ability for students to explore topics more fully**

Response	# of Responses	% Responses	State %	National %
Strong positive impact	133	54%	52%	53%
Moderate positive impact	101	41%	44%	42%
Negative impact	1	0%	1%	1%
Little or no impact	11	4%	4%	4%

**Access to online content and textbooks**

Response	# of Responses	% Responses	State %	National %
Strong positive impact	123	50%	48%	49%
Moderate positive impact	103	42%	43%	43%
Negative impact	3	1%	2%	2%
Little or no impact	17	7%	7%	6%

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**Address inequities in educational opportunities**

Response	# of Responses	% Responses	State %	National %
Strong positive impact	79	32%	32%	32%
Moderate positive impact	120	49%	48%	51%
Negative impact	14	6%	7%	4%
Little or no impact	30	12%	14%	13%

**Attendance**

Response	# of Responses	% Responses	State %	National %
Strong positive impact	23	9%	10%	19%
Moderate positive impact	77	32%	29%	36%
Negative impact	19	8%	6%	4%
Little or no impact	125	51%	55%	41%

**Development of information and media literacy skills**

Response	# of Responses	% Responses	State %	National %
Strong positive impact	82	34%	35%	35%
Moderate positive impact	129	53%	53%	54%
Negative impact	14	6%	4%	4%
Little or no impact	18	7%	8%	8%

**Disciplinary problems**

Response	# of Responses	% Responses	State %	National %
Strong positive impact	16	7%	8%	13%
Moderate positive impact	68	28%	29%	38%
Negative impact	103	42%	37%	26%
Little or no impact	56	23%	26%	23%

**Personalize the learning environment**

Response	# of Responses	% Responses	State %	National %
Strong positive impact	83	34%	36%	39%
Moderate positive impact	138	57%	54%	52%
Negative impact	6	2%	2%	2%
Little or no impact	14	6%	9%	7%

**Preparation for college or workplace**

Response	# of Responses	% Responses	State %	National %
Strong positive impact	97	40%	42%	45%
Moderate positive impact	119	49%	45%	44%
Negative impact	9	4%	3%	3%
Little or no impact	17	7%	10%	8%

**Quality of student work**

Response	# of Responses	% Responses	State %	National %
Strong positive impact	35	14%	17%	21%
Moderate positive impact	132	55%	54%	53%
Negative impact	36	15%	13%	11%
Little or no impact	39	16%	16%	14%

**Student ability to review class materials whenever they want**

Response	# of Responses	% Responses	State %	National %
Strong positive impact	102	42%	44%	42%
Moderate positive impact	105	43%	41%	44%

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Negative impact	1	0%	1%	2%
Little or no impact	35	14%	13%	11%

**Student collaborations and peer to peer learning**

Response	# of Responses	% Responses	State %	National %
Strong positive impact	74	30%	33%	34%
Moderate positive impact	132	54%	52%	51%
Negative impact	14	6%	5%	4%
Little or no impact	25	10%	10%	11%

**Student engagement**

Response	# of Responses	% Responses	State %	National %
Strong positive impact	80	33%	40%	41%
Moderate positive impact	119	49%	45%	45%
Negative impact	29	12%	9%	7%
Little or no impact	15	6%	6%	6%

**Student perception of school value or enjoyment**

Response	# of Responses	% Responses	State %	National %
Strong positive impact	53	22%	29%	31%
Moderate positive impact	125	52%	48%	49%
Negative impact	22	9%	7%	5%
Little or no impact	42	17%	17%	14%

**Student responsibility for their own learning**

Response	# of Responses	% Responses	State %	National %
Strong positive impact	47	19%	22%	27%
Moderate positive impact	117	48%	48%	50%
Negative impact	42	17%	13%	8%
Little or no impact	37	15%	17%	15%

**Teacher-to-student communications**

Response	# of Responses	% Responses	State %	National %
Strong positive impact	62	25%	25%	31%
Moderate positive impact	128	53%	53%	51%
Negative impact	16	7%	6%	4%
Little or no impact	37	15%	16%	13%

**Time on task**

Response	# of Responses	% Responses	State %	National %
Strong positive impact	27	11%	14%	21%
Moderate positive impact	103	43%	44%	49%
Negative impact	74	31%	26%	17%
Little or no impact	37	15%	16%	13%

**10 How important is the effective implementation of instructional technology to students' success?**

Response	# of Responses	% Responses	State %	National %
Not Important	4	2%	2%	2%
Somewhat Important	41	17%	17%	16%
Important	89	36%	33%	38%
Extremely Important	110	44%	46%	42%
No Opinion	4	2%	2%	2%

**11 What are your most common instructional goals or approaches when using digital content or online instructional materials in your classroom?**

Response	# of Responses	% Responses	State %	National %
Activate students' prior knowledge	131	56%	54%	62%
Assess student knowledge	148	63%	62%	66%
Assign as homework	35	15%	15%	25%
Background material as I am planning/preparing lessons	138	59%	58%	52%
Differentiate instruction	164	70%	68%	69%
Engage students in learning/keep their attention	179	77%	76%	77%
Facilitate a class discussion	97	42%	40%	42%
For whole class instruction	123	53%	52%	52%
Illustrate a concept I'm teaching	176	76%	75%	63%
Individual student work or research project	153	66%	63%	52%
Project-based learning activities	145	62%	61%	45%
Remediation activities	119	51%	49%	43%
Within small group instruction	77	33%	32%	35%
Other	9	4%	3%	2%

**12 How often do you use any of these types of digital content, tools and resources in your classroom to support student learning?**

**Augmented or virtual reality environments**

Response	# of Responses	% Responses	State %	National %
Daily or almost daily	4	2%	2%	3%
At least once a week	5	2%	3%	6%
At least once a month	14	6%	6%	7%
A few times a year	62	27%	27%	24%
Do not have access to these tools	142	63%	62%	60%

**Animations and simulations**

Response	# of Responses	% Responses	State %	National %
Daily or almost daily	9	4%	4%	6%
At least once a week	19	8%	9%	14%
At least once a month	32	14%	15%	17%
A few times a year	87	39%	38%	29%
Do not have access to these tools	78	35%	34%	34%

**Digital content subscriptions (e.g. Discovery Education)**

Response	# of Responses	% Responses	State %	National %
Daily or almost daily	29	13%	12%	12%
At least once a week	44	19%	19%	21%
At least once a month	54	24%	23%	20%
A few times a year	47	21%	23%	22%
Do not have access to these tools	53	23%	23%	25%

**Digital, video, or online games (e.g. Kahoot, Minecraft)**

Response	# of Responses	% Responses	State %	National %
Daily or almost daily	28	12%	12%	14%
At least once a week	71	31%	30%	30%
At least once a month	61	27%	26%	25%
A few times a year	39	17%	18%	20%
Do not have access to these tools	30	13%	14%	12%

**Google Apps for Education (e.g. Google Docs, Google Slides etc.)**

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Response	# of Responses	% Responses	State %	National %
Daily or almost daily	141	62%	62%	48%
At least once a week	48	21%	20%	22%
At least once a month	17	7%	8%	12%
A few times a year	15	7%	7%	11%
Do not have access to these tools	8	3%	3%	6%

**Microsoft Office 365 (e.g. Word, Excel, Apps for Windows, etc.)**

Response	# of Responses	% Responses	State %	National %
Daily or almost daily	72	32%	31%	34%
At least once a week	54	24%	23%	22%
At least once a month	34	15%	16%	14%
A few times a year	38	17%	17%	16%
Do not have access to these tools	29	13%	13%	14%

**Online curriculum**

Response	# of Responses	% Responses	State %	National %
Daily or almost daily	51	23%	24%	37%
At least once a week	59	26%	25%	25%
At least once a month	39	17%	18%	15%
A few times a year	45	20%	20%	12%
Do not have access to these tools	30	13%	14%	11%

**Online databases (e.g. census data, education statistics)**

Response	# of Responses	% Responses	State %	National %
Daily or almost daily	11	5%	6%	9%
At least once a week	30	14%	14%	16%
At least once a month	55	25%	24%	21%
A few times a year	65	29%	29%	31%
Do not have access to these tools	60	27%	27%	24%

**Online tests or assessments**

Response	# of Responses	% Responses	State %	National %
Daily or almost daily	12	5%	5%	11%
At least once a week	68	30%	30%	31%
At least once a month	58	26%	25%	26%
A few times a year	47	21%	23%	20%
Do not have access to these tools	40	18%	17%	12%

**Online textbooks**

Response	# of Responses	% Responses	State %	National %
Daily or almost daily	13	6%	6%	18%
At least once a week	25	11%	12%	19%
At least once a month	37	16%	18%	15%
A few times a year	47	21%	20%	16%
Do not have access to these tools	102	46%	45%	31%

**Primary source documents (e.g. from the Library of Congress or NewseumED.org)**

Response	# of Responses	% Responses	State %	National %
Daily or almost daily	10	5%	4%	3%
At least once a week	21	9%	10%	10%



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At least once a month	45	20%	21%	17%
A few times a year	80	36%	37%	34%
Do not have access to these tools	65	29%	28%	35%

**Real-time data (e.g. population, weather, NASA, Google Earth, GIS etc.)**

Response	# of Responses	% Responses	State %	National %
Daily or almost daily	24	11%	11%	7%
At least once a week	37	16%	16%	14%
At least once a month	57	25%	25%	23%
A few times a year	71	32%	32%	36%
Do not have access to these tools	36	16%	15%	20%

**Social media tools**

Response	# of Responses	% Responses	State %	National %
Daily or almost daily	12	6%	7%	12%
At least once a week	26	12%	13%	15%
At least once a month	43	20%	20%	17%
A few times a year	56	26%	26%	24%
Do not have access to these tools	78	36%	35%	33%

**Software/apps to help students develop skills (e.g. reading, writing, math, foreign language)**

Response	# of Responses	% Responses	State %	National %
Daily or almost daily	56	25%	25%	26%
At least once a week	56	25%	25%	24%
At least once a month	33	15%	15%	17%
A few times a year	40	18%	18%	15%
Do not have access to these tools	36	16%	16%	17%

**Speech recognition software or apps**

Response	# of Responses	% Responses	State %	National %
Daily or almost daily	23	10%	10%	5%
At least once a week	35	16%	16%	10%
At least once a month	50	23%	22%	13%
A few times a year	57	26%	25%	23%
Do not have access to these tools	54	25%	27%	49%

**Tutorials**

Response	# of Responses	% Responses	State %	National %
Daily or almost daily	10	5%	4%	7%
At least once a week	41	19%	20%	19%
At least once a month	67	30%	29%	26%
A few times a year	63	28%	28%	26%
Do not have access to these tools	40	18%	19%	21%

**Videos that I create myself**

Response	# of Responses	% Responses	State %	National %
Daily or almost daily	9	4%	4%	3%
At least once a week	9	4%	4%	6%
At least once a month	29	14%	14%	12%
A few times a year	94	44%	45%	36%
Do not have access to these tools	73	34%	34%	42%

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**Videos that I find online to support instruction (e.g. Kahn Academy, YouTube, NASA)**

Response	# of Responses	% Responses	State %	National %
Daily or almost daily	36	16%	17%	22%
At least once a week	95	42%	40%	38%
At least once a month	58	26%	25%	24%
A few times a year	27	12%	14%	11%
Do not have access to these tools	8	4%	4%	5%

**Virtual labs**

Response	# of Responses	% Responses	State %	National %
Daily or almost daily	1	0%	0%	2%
At least once a week	15	7%	7%	7%
At least once a month	29	14%	13%	14%
A few times a year	56	27%	30%	25%
Do not have access to these tools	108	52%	49%	52%

**Web-based conferencing and online meeting tools**

Response	# of Responses	% Responses	State %	National %
Daily or almost daily	5	2%	2%	2%
At least once a week	3	1%	2%	5%
At least once a month	28	13%	15%	11%
A few times a year	92	43%	41%	31%
Do not have access to these tools	87	40%	40%	51%

13

**What challenges do you face when you are identifying digital content, tools or resources to use in your classroom?**

Response	# of Responses	% Responses	State %	National %
Cannot evaluate appropriateness of the content for my class	37	17%	17%	15%
Cannot evaluate quality of the content	52	24%	23%	19%
Cannot find content that matches curriculum standards	70	32%	31%	24%
Cannot find content that meets the different ability levels in my class	89	41%	40%	29%
Cannot find what I need	59	27%	26%	25%
Do not have authority to make decisions on what digital content I use in my classroom	34	16%	17%	14%
Do not have the authority to license or purchase digital content	79	36%	37%	38%
Do not know anyone who has used the digital content before	15	7%	8%	9%
Have never heard of the content provider	18	8%	9%	10%
Lack of information about how to use the content in a real classroom setting	45	21%	21%	22%
Lack of information about how to use the content within different classroom models (i.e., blended learning, 1:1 laptop or Chromebook classes, project-based learning)	37	17%	17%	19%
Lack of training on how to identify digital content for classroom use	40	18%	19%	22%
Products do not provide a trial period or sample set of content for me to use	46	21%	22%	18%

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Too many products or resources to choose from	84	38%	36%	31%
Unsure of what products my school or district has approved or recommends for classroom use	60	27%	28%	22%
Other	18	8%	8%	10%

**14 How would you rate the importance of the following characteristics when evaluating the quality of digital content, tools or resources to use within instruction?**

**Adjusts to multiple reading levels**

Response	# of Responses	% Responses	State %	National %
Not important	8	4%	3%	3%
Somewhat important	47	21%	22%	24%
Very important	172	76%	76%	73%

**Aligned to our local or state curriculum**

Response	# of Responses	% Responses	State %	National %
Not important	6	3%	2%	2%
Somewhat important	57	26%	23%	18%
Very important	160	72%	75%	80%

**Available in multiple languages**

Response	# of Responses	% Responses	State %	National %
Not important	38	17%	19%	20%
Somewhat important	105	47%	48%	47%
Very important	79	36%	32%	32%

**Available on multiple types of devices and platforms**

Response	# of Responses	% Responses	State %	National %
Not important	32	14%	11%	8%
Somewhat important	112	50%	45%	42%
Very important	81	36%	44%	50%

**Content contains references to real people and real-world situations**

Response	# of Responses	% Responses	State %	National %
Not important	9	4%	4%	3%
Somewhat important	101	45%	43%	38%
Very important	114	51%	53%	59%

**Content has been studied by independent researchers to document effect on student achievement**

Response	# of Responses	% Responses	State %	National %
Not important	16	7%	10%	7%
Somewhat important	97	44%	46%	42%
Very important	108	49%	44%	51%

**Content includes high quality video and media about people in real-world situations**

Response	# of Responses	% Responses	State %	National %
Not important	12	5%	5%	4%
Somewhat important	103	46%	43%	40%
Very important	109	49%	52%	57%

**Content is current – frequently revised and updated**

Response	# of Responses	% Responses	State %	National %
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Not important	4	2%	2%	2%
Somewhat important	59	26%	26%	24%
Very important	160	72%	72%	74%

**Content is part of a curated collection**

Response	# of Responses	% Responses	State %	National %
Not important	46	21%	23%	20%
Somewhat important	118	53%	54%	53%
Very important	57	26%	23%	27%

**Data integration with other content and systems**

Response	# of Responses	% Responses	State %	National %
Not important	30	14%	19%	14%
Somewhat important	134	61%	57%	52%
Very important	56	25%	24%	33%

**Demonstrated student achievement with the materials**

Response	# of Responses	% Responses	State %	National %
Not important	23	10%	10%	5%
Somewhat important	94	42%	45%	37%
Very important	105	47%	45%	57%

**Includes embedded online assessments**

Response	# of Responses	% Responses	State %	National %
Not important	39	18%	21%	10%
Somewhat important	127	57%	52%	46%
Very important	56	25%	26%	44%

**Includes professional development**

Response	# of Responses	% Responses	State %	National %
Not important	43	19%	22%	15%
Somewhat important	121	54%	53%	47%
Very important	59	26%	25%	38%

**Materials are created by practicing teachers**

Response	# of Responses	% Responses	State %	National %
Not important	28	12%	12%	7%
Somewhat important	108	48%	49%	42%
Very important	88	39%	39%	51%

**Offers individual student accounts for personalized learning**

Response	# of Responses	% Responses	State %	National %
Not important	31	14%	13%	7%
Somewhat important	100	45%	45%	41%
Very important	90	41%	42%	52%

**Provides a rich set of data about student performance with the content**

Response	# of Responses	% Responses	State %	National %
Not important	27	12%	13%	7%
Somewhat important	106	48%	47%	41%
Very important	90	40%	41%	52%

**Recommended or approved by organizations I trust**

Response	# of Responses	% Responses	State %	National %
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Not important	13	6%	5%	6%
Somewhat important	104	46%	44%	43%
Very important	107	48%	51%	50%

**Referred by a trusted colleague**

Response	# of Responses	% Responses	State %	National %
Not important	20	9%	8%	8%
Somewhat important	124	55%	50%	48%
Very important	80	36%	41%	43%

**Source is a content expert organization (e.g. National Science Foundation, universities)**

Response	# of Responses	% Responses	State %	National %
Not important	26	12%	11%	10%
Somewhat important	117	53%	53%	54%
Very important	78	35%	37%	36%

**Teacher evaluation of the materials**

Response	# of Responses	% Responses	State %	National %
Not important	25	11%	9%	6%
Somewhat important	114	51%	54%	47%
Very important	85	38%	37%	47%

**Teachers can modify it to meet classroom needs**

Response	# of Responses	% Responses	State %	National %
Not important	6	3%	2%	2%
Somewhat important	71	31%	29%	24%
Very important	149	66%	70%	74%

**15 How often do you...**

**Refer or recommend digital content, tools or resources to another teacher to use in their classroom?**

Response	# of Responses	% Responses	State %	National %
Daily or almost daily	19	9%	8%	9%
Weekly	47	22%	22%	21%
Monthly	60	28%	26%	27%
Every few months	66	30%	29%	26%
Rarely or never	26	12%	14%	17%

**Use digital content, tools or resources in your class that were referred or recommended to you by another teacher?**

Response	# of Responses	% Responses	State %	National %
Daily or almost daily	26	11%	11%	12%
Weekly	51	22%	22%	23%
Monthly	69	30%	32%	29%
Every few months	68	30%	28%	26%
Rarely or never	14	6%	7%	9%

**16 Think about this scenario. A teacher recommends an online or digital product or resource for classroom use. What will make you more likely to use that online or digital product or resource in your classroom? (Select all that apply for you)**

Response	# of Responses	% Responses	State %	National %
I admire the teacher making the recommendation	143	66%	67%	58%

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I found the recommendation on a social media post	32	15%	16%	15%
I found the recommendation on a website for teachers that I trust	106	49%	48%	46%
I know the teacher making the recommendation personally	141	66%	66%	64%
I learned about this recommendation via the teacher's blog	39	18%	20%	16%
Other teachers I know are already using this product or resource successfully	167	78%	77%	76%
Other teachers I know have used other recommendations from this teacher	57	26%	26%	32%
The recommendation came through my professional learning network of teachers	104	48%	48%	44%
The recommending teacher has more years of experience than I do	24	11%	13%	17%
The recommending teacher has the same grade level or subject area assignment as I do	102	47%	47%	53%
The recommending teacher is certified by a company or organization as an expert with this product or resource	18	8%	8%	12%
The recommending teacher is known for his/her expertise in digital learning	93	43%	44%	44%
The recommending teacher is well known on social media	12	6%	8%	7%
The recommending teacher works in my school or district	56	26%	28%	34%
Other	13	6%	6%	3%

**17 What do you need to more efficiently and effectively integrate digital content, tools, and resources into daily instruction in your classroom? (Check all that apply)**

Response	# of Responses	% Responses	State %	National %
Classroom set of laptops, tablets, or Chromebooks for student use	65	31%	52%	50%
Confidence that my students have access to consistent and safe Internet outside of school	78	37%	44%	43%
Curated set of resources organized by grade level and content area	79	37%	43%	32%
In-school coaching on how to find and use high quality digital resources	78	37%	35%	37%
Information about classroom management strategies using digital resources	58	27%	31%	28%
Internet access that is consistent, reliable, and can support high bandwidth digital resources	62	29%	41%	46%
List of recommended resources approved by my district	74	35%	43%	36%
Online tools that help me organize and keep track of digital resources I am using	59	28%	34%	28%
Planning time to work with my colleagues	140	66%	70%	61%
Professional development	100	47%	47%	49%
Rubrics to help evaluate quality and appropriateness of digital resources	25	12%	17%	18%
Teacher evaluations of how certain digital resources performed in their classroom	44	21%	22%	20%
Technology support available when I need it	96	45%	50%	49%
Training for my students on online safety and digital citizenship	62	29%	33%	27%

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Virtual coaching and mentoring in high impact lesson development for deeper learning	17	8%	12%	14%
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Other	18	9%	7%	5%
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**18 Imagine you are designing a dream school for today's students. Which of these tools or strategies do you think holds the greatest potential for increasing student achievement and success? (Check all that apply)**

Response	# of Responses	% Responses	State %	National %
Augmented reality apps	40	19%	14%	16%
Chromebook or laptop for every student to use at school	149	71%	75%	77%
Cloud-based communications and collaboration tools (e.g. Google Apps for Education, Microsoft Office 365)	109	52%	60%	51%
Dashboard or portal to track student academic progress over time (e.g. classes taken, course grades, test scores, absences) even if students change schools	106	50%	53%	53%
Digital content (animations, simulations, online articles, and resources)	109	52%	57%	53%
Google Hangouts or other online group messaging in class	24	11%	16%	21%
Interactive whiteboards	82	39%	45%	54%
Internet access anywhere at school	135	64%	68%	64%
Learning management systems (e.g. Blackboard)	73	35%	32%	28%
Mobile apps for learning	69	33%	36%	41%
Online or virtual classes	57	27%	28%	30%
Online tests and assessments	90	43%	50%	52%
Online textbooks	76	36%	39%	49%
Online tools that help organize schoolwork and provide access to important information	77	36%	41%	39%
Online tutors	59	28%	29%	38%
Online, video, and digital games	83	39%	46%	46%
Online videos and movies	81	38%	43%	41%
Social media tools for students to connect and work with others (e.g. blogs, wikis, social networking sites)	30	14%	18%	19%
Tablet for every student to use at school	57	27%	32%	38%
Tools to help students create media projects (e.g. video, audio)	104	49%	53%	44%
Virtual reality experiences and hardware (headsets and devices)	51	24%	22%	25%
Other	14	7%	5%	4%

**19 Many educators believe that the use of technology can benefit student learning. Which of these outcomes have you observed in your classroom? As a result of how I have integrated technology within my classroom, my students are...**

Response	# of Responses	% Responses	State %	National %
Applying knowledge to practical problems	103	48%	44%	44%
Better able to understand abstract concepts	93	43%	38%	41%
Collaborating with other students more	115	54%	55%	52%
Communicating with me more often	80	37%	36%	36%
Creating models and testing their assumptions	30	14%	10%	12%
Demonstrating higher proficiency on standardized tests	37	17%	16%	19%
Developing creativity skills	89	42%	43%	45%
Developing critical thinking and problem-solving skills	80	37%	41%	42%

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Gaining a better understanding of the class material	117	55%	54%	51%
Learning that failure is an opportunity to learn	55	26%	25%	27%
Learning in a way that fits their individual learning styles	89	42%	41%	42%
More deeply exploring their ideas	81	38%	36%	34%
More likely to complete homework assignments	27	13%	15%	19%
More motivated to learn	88	41%	49%	51%
Participating more in discussions or group activities	36	17%	24%	25%
Spending more time mastering a skill or learning something	50	23%	24%	27%
Taking ownership for their learning	64	30%	33%	38%
Using time at home for extended learning	49	23%	23%	24%
None of the above	13	6%	7%	5%
Other	10	5%	3%	2%

**20 Thinking about how to engage students in learning, how valuable is it to have information and stories about real people in the content that you use with your students?**

Response	# of Responses	% Responses	State %	National %
Not valuable	5	2%	2%	1%
Slightly valuable	8	4%	4%	5%
Moderately valuable	48	22%	22%	21%
Very valuable	97	45%	45%	46%
Extremely valuable	58	27%	27%	27%

**21 Reflecting on your own practice, which of these outcomes are true for you. As a result of how I have integrated technology within my practice, I am now... (Check all that apply)**

Response	# of Responses	% Responses	State %	National %
Able to give my students more personalized attention	88	42%	43%	45%
Better able to differentiate instruction	130	62%	63%	62%
Better organized	116	55%	51%	50%
Creating a stronger connection with the parents of my students	73	35%	30%	33%
Creating more interactive lessons	113	54%	52%	52%
Creating more relevant lessons	85	40%	41%	43%
Facilitating greater collaboration between students	57	27%	32%	29%
Facilitating opportunities for my students to become self-directed learners	72	34%	40%	39%
Facilitating student centered learning	69	33%	39%	39%
Managing my class more effectively	61	29%	29%	35%
More aware of what my students are learning and who needs help	66	31%	31%	34%
More connected to my students	35	17%	18%	23%
More interested in learning about new classroom models and technology tools	47	22%	26%	26%
More productive	58	28%	25%	30%
Self-directing my own professional development more	46	22%	23%	22%
Spending more time with individual students to help them understand the content	46	22%	25%	26%
None of the above	12	6%	7%	4%
Other	7	3%	3%	1%



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**22 Which of these topics are on your wish list for professional development from your school or district this year? (Check all that apply)**

Response	# of Responses	% Responses	State %	National %
Creating videos of my lessons and lectures for students to watch	29	15%	16%	21%
Developing and/or facilitating an online course	10	5%	8%	13%
How to teach digital citizenship and Internet safety to my students	31	16%	17%	18%
Identifying and evaluating high quality standards-based digital content to use within instruction	60	30%	25%	27%
Identifying mobile apps to use in the classroom with students	47	24%	26%	29%
Implementing an social-emotional learning program in the classroom	53	27%	21%	19%
Implementing a "flipped classroom" model	31	16%	19%	19%
Implementing a blended learning model in my classroom	35	18%	26%	22%
Integrating digital content components into a comprehensive curriculum	46	23%	20%	21%
Learning how to leverage digital tools to support student investigations	41	21%	21%	19%
Understanding how to keep students safe when they are online	40	20%	18%	19%
Understanding how to use student data to improve teaching practices and student learning experiences	44	22%	18%	25%
Understanding student data privacy requirements and what I need to do to protect students' data and records	18	9%	7%	8%
Using education games within instruction	75	38%	42%	43%
Using mobile devices (smartphones, tablets, laptops, Chromebooks) within instruction	30	15%	21%	29%
Using social media to keep parents informed	24	12%	14%	14%
Using social media with students	13	7%	8%	9%
Using technology to differentiate instruction	89	45%	43%	46%
Using technology tools for formative assessment	48	24%	24%	30%
Using technology with special education or English language learning students	55	28%	26%	24%
Using virtual or augmented reality experiences and tools with students	30	15%	13%	14%
Other	8	4%	3%	3%

**23 Which of these professional learning formats or experiences do you think is most effective in helping teachers and administrators gain new proficiencies or skills? (Check all that apply)**

Response	# of Responses	% Responses	State %	National %
Blended learning or flipped learning type courses which combine face-to-face instruction with self-paced online learning	39	19%	20%	28%
EdCamps (an informal, teacher-only collaborative learning event)	26	13%	15%	18%
Getting specific questions answered via Twitter and other social media vehicles	15	7%	7%	7%

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Hands-on workshops at conferences where you can interact with new products, resources or teaching strategies	118	58%	58%	63%
In school coaching and mentoring	117	57%	59%	52%
In-service school, district or education service center training days	73	36%	37%	41%
Multi-day institutes that explore a few topics deeply	51	25%	25%	21%
Observations of other teachers or administrators at local schools	76	37%	37%	35%
Online webinars or virtual conferences (participating live or watching later)	29	14%	15%	16%
Participating in a school-based professional learning community	67	33%	33%	28%
Participating in a virtual professional learning community with educators beyond the local school	18	9%	10%	11%
Reading blogs written by education experts	15	7%	8%	10%
Self-directed, independent learning (i.e., reading a manual, a periodical, or researching a website)	59	29%	29%	21%
Sit and learn sessions at conferences with expert presenters	46	23%	23%	23%
Summer externships with local companies	14	7%	7%	8%
Teacher led trainings organized by the school or district	66	32%	33%	31%
Virtual course where instruction and content are delivered online in a self-paced approach	24	12%	12%	13%
Watching TED Talks or other YouTube videos	44	22%	22%	23%
Other	4	2%	2%	1%

**24 In the past year, which of these things have you done on your own (not district directed or part of a formalized professional development class) to improve your teaching effectiveness? (Check all that apply)**

Response	# of Responses	% Responses	State %	National %
Attended a face-to-face conference	99	48%	46%	36%
Earned a micro-credential or digital badge to demonstrate proficiency in a topic or pedagogy	18	9%	10%	9%
Found information on the Internet to help me prepare/deliver a lesson	154	75%	76%	71%
Participated in a massive open online course (MOOC)	11	5%	5%	5%
Participated in a Twitter chat or other social media facilitated discussion	53	26%	21%	15%
Participated in a webinar or online conference	53	26%	32%	28%
Pinned classroom/lesson plan ideas to Pinterest	80	39%	39%	47%
Posted a question on social media about something I want to learn	28	14%	16%	17%
Sought help from other teachers through my social networking sites	50	24%	32%	29%
Subscribed and contributed to blogs, listservs, or discussion forums from education organizations or experts (e.g. MindShift, eSchoolNews)	36	17%	20%	13%
Took a face-to-face class at a college or university	32	16%	16%	9%
Took a self-paced tutorial on a subject	36	17%	19%	16%
Took an online course	37	18%	25%	20%

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Used a mobile application to help me with organization	47	23%	24%	24%
Used Twitter or other social media to follow education experts or other teachers	62	30%	30%	21%
Watched Ted Talks or videos about a topic I was interested in	89	43%	54%	40%
Other	8	4%	3%	2%

**25 Are you involved as a teacher, advisor, or coordinator with any of these student programs at your school? (Check all that apply)**

Response	# of Responses	% Responses	State %	National %
AVID (Advancement Via Individual Determination)	25	13%	9%	3%
Computer programming or coding club	5	3%	6%	4%
Future Teacher Academy or Educators Rising chapter	1	1%	1%	1%
IB (International Baccalaureate)	3	2%	4%	2%
Model United Nations or Model Congress	5	3%	2%	1%
National Honors Society	4	2%	2%	3%
Robotics or advanced technology club	2	1%	2%	3%
School Video Production Team	1	1%	3%	1%
STEM (Science, Technology, Engineering, and Mathematics) Academy	13	7%	9%	13%
Student Government/Student Council	4	2%	3%	4%
Student Tech Support Team	3	2%	4%	2%
Visual and Performing Arts Academy	4	2%	1%	3%
World Language Club or after school language class	3	2%	1%	2%
None of the above	138	73%	72%	72%

**27 Gender**

Response	# of Responses	% Responses	State %	National %
Female	149	71%	76%	76%
Male	41	20%	16%	17%
Decline to state	19	9%	8%	7%

**28 What is your highest level of educational attainment?**

Response	# of Responses	% Responses	State %	National %
Associate degree	1	0%	0%	1%
Bachelor's degree	74	35%	28%	41%
Specialist degree in education	11	5%	5%	5%
Master's degree in education	110	53%	60%	46%
Master's degree in an area other than education	19	9%	9%	9%
Doctorate degree (Ed.D., Ph.D.)	6	3%	4%	1%
Other	3	1%	2%	4%

**29 What certificates or credentials have you earned?**

Response	# of Responses	% Responses	State %	National %
Teaching certificate - elementary/multiple subject	137	67%	68%	64%
Teaching certificate - single subject	57	28%	29%	33%
National Board Certification	6	3%	2%	4%
Early childhood development certificate	14	7%	7%	9%
Paraprofessional certificate	3	1%	1%	2%
Special education certificate	34	17%	17%	14%
ESL/ELL certificate	12	6%	8%	11%
Administrative certificate	5	2%	4%	6%

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Other 19 9% 12% 10%

**30 At the end of this school year, how many years of teaching experience will you have?**

Response	# of Responses	% Responses	State %	National %
This is my first year	6	3%	3%	3%
1 to 3	18	9%	8%	7%
4 to 10	57	27%	28%	25%
11 to 15	44	21%	21%	21%
16+	84	40%	41%	45%

**31 Race or Cultural Identity**

Response	# of Responses	% Responses	State %	National %
American Indian/Alaskan Native	0	0%	0%	1%
Asian	1	0%	1%	2%
Black/African-American	6	3%	2%	3%
Caucasian/White (non-Hispanic)	167	79%	79%	65%
Hispanic/Latino	3	1%	1%	15%
Native Hawaiian/Other Pacific Islander	0	0%	0%	1%
Multiracial	3	1%	1%	1%
Decline to state	29	14%	13%	10%
Other	2	1%	2%	1%

**32 Are you a member of any of these education professional associations or their state affiliates? (Check all that apply)**

Response	# of Responses	% Responses	State %	National %
AFT, American Federation of Teachers	0	0%	18%	15%
ASCD, Association for Supervision and Curriculum Development	3	3%	2%	2%
iNACOL, International Association for K-12 Online Learning	0	0%	0%	0%
NCEA, National Catholic Educators Association	0	0%	0%	2%
NCTM, National Council of Teachers of Mathematics	10	10%	14%	6%
NEA, National Education Association	65	68%	58%	62%
NSTA, National Science Teachers Association	12	12%	9%	7%
Other	21	22%	19%	22%