

Speak Up 2018-19
Albemarle County Public Schools Thematic Report
School Admin

Results based on 12 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 %
Principal, Headmaster, or Executive Director	7	58%	48%	42%
Assistant Principal	2	17%	40%	35%
Guidance, Career, or Admissions Counselor	1	8%	4%	9%
Curriculum and Instruction Specialist/Coach	0	0%	0%	4%
School Psychologist	0	0%	0%	1%
Special Education Coordinator	0	0%	0%	1%
Student Services and Support Specialist	1	8%	4%	1%
Administrative or Support Staff	0	0%	0%	4%
Other	1	8%	4%	4%

2 What type of school are you currently assigned to? (Check all that apply)

Response	# of Responses	% Responses	State %	National %
Elementary School	7	58%	39%	52%
Middle School or Junior High School	3	25%	39%	27%
High School	2	17%	22%	27%
Alternative School	0	0%	0%	2%
Charter School	0	0%	0%	1%
Parochial or religion-based school	0	0%	4%	2%
Private or independent school	0	0%	0%	1%
Virtual or online school	0	0%	0%	0%
Vocational or career technical education school	0	0%	0%	1%
Juvenile Justice School	0	0%	0%	0%
Other	0	0%	0%	3%

3 As an educator, you face many challenges. Which of the following qualify as your top challenges today - the ones most likely to "wake you up" in the middle of the night? (Check all that apply)

Response	# of Responses	% Responses	State %	National %
Achievement measured by standardized test scores	5	45%	36%	43%
Adequate funding	4	36%	41%	35%
Adequate school facilities	3	27%	27%	16%
Closing the achievement gap	8	73%	64%	53%
College and career readiness of our students	0	0%	5%	23%
Communications with parents	0	0%	14%	25%
Educational equity	4	36%	36%	24%
Effective use of technology to support student learning outcomes	1	9%	9%	20%
Global awareness and skill development	0	0%	0%	10%
High school graduation rates	1	9%	9%	11%
Implementation of state curriculum standards	1	9%	9%	17%
Inequity in the distribution of resources between classrooms or schools	2	18%	27%	10%

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Mental health supports and the social emotional well-being of students	8	73%	82%	62%
Online safety for students when they are using technology and the Internet at school	4	36%	23%	17%
Physical safety and protections in place when students are on school grounds	2	18%	27%	30%
Providing access to technology to support classroom learning	0	0%	0%	12%
Recruitment and retention of highly qualified teachers	4	36%	41%	29%
School/District public image in the community	1	9%	14%	17%
Serving diverse student populations	1	9%	23%	28%
Staff morale/motivation	2	18%	45%	49%
Student access to technology and the Internet outside of school	1	9%	5%	11%
Using data to assess student achievement	0	0%	14%	21%
Other	1	9%	14%	5%

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

Response	# of Responses	% Responses	State %	National %
Not Important	0	0%	0%	0%
Somewhat Important	0	0%	4%	6%
Important	5	42%	57%	38%
Extremely Important	7	58%	39%	55%
No Opinion	0	0%	0%	0%

5 Thinking about currently popular approaches to digital learning, which of these approaches have you implemented to enhance student achievement or teacher effectiveness? (It's okay if you are not familiar with some of these trends – just skip those ones!)

Artificial intelligence systems

Response	# of Responses	% Responses	State %	National %
Implemented with positive results	1	9%	6%	3%
Implemented with negative results	0	0%	0%	1%
Implemented but too early for results	0	0%	0%	4%
Considering for this year	1	9%	6%	4%
No plans	9	82%	88%	88%

Augmented or virtual reality environments

Response	# of Responses	% Responses	State %	National %
Implemented with positive results	2	18%	16%	10%
Implemented with negative results	1	9%	5%	1%
Implemented but too early for results	3	27%	21%	13%
Considering for this year	1	9%	11%	15%
No plans	4	36%	47%	62%

Blended learning classroom models

Response	# of Responses	% Responses	State %	National %
Implemented with positive results	2	20%	32%	32%
Implemented with negative results	1	10%	5%	1%
Implemented but too early for results	3	30%	32%	24%
Considering for this year	0	0%	5%	16%

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No plans 4 40% 26% 26%

Cloud-based communications and collaboration tools (e.g., Google Apps for Education, Microsoft Office 365)

Response	# of Responses	% Responses	State %	National %
Implemented with positive results	8	73%	80%	71%
Implemented with negative results	0	0%	0%	1%
Implemented but too early for results	0	0%	0%	15%
Considering for this year	1	9%	5%	5%
No plans	2	18%	15%	8%

Digital citizenship training

Response	# of Responses	% Responses	State %	National %
Implemented with positive results	6	60%	52%	53%
Implemented with negative results	1	10%	5%	1%
Implemented but too early for results	2	20%	33%	16%
Considering for this year	0	0%	5%	9%
No plans	1	10%	5%	20%

Flipped learning

Response	# of Responses	% Responses	State %	National %
Implemented with positive results	3	30%	26%	24%
Implemented with negative results	1	10%	16%	2%
Implemented but too early for results	1	10%	5%	20%
Considering for this year	1	10%	11%	14%
No plans	4	40%	42%	40%

Game-based learning

Response	# of Responses	% Responses	State %	National %
Implemented with positive results	4	33%	36%	38%
Implemented with negative results	0	0%	5%	2%
Implemented but too early for results	4	33%	27%	14%
Considering for this year	1	8%	5%	12%
No plans	3	25%	27%	34%

Incorporating student-owned devices into instruction (BYOD, BYOT)

Response	# of Responses	% Responses	State %	National %
Implemented with positive results	3	30%	25%	33%
Implemented with negative results	1	10%	10%	7%
Implemented but too early for results	2	20%	15%	8%
Considering for this year	0	0%	5%	6%
No plans	4	40%	45%	46%

Online classes for students

Response	# of Responses	% Responses	State %	National %
Implemented with positive results	1	10%	17%	34%
Implemented with negative results	1	10%	6%	4%
Implemented but too early for results	1	10%	6%	7%
Considering for this year	0	0%	0%	6%
No plans	7	70%	72%	49%

Online professional development for teachers

Response	# of Responses	% Responses	State %	National %
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Implemented with positive results	1	10%	30%	46%
Implemented with negative results	1	10%	5%	4%
Implemented but too early for results	2	20%	30%	17%
Considering for this year	1	10%	5%	15%
No plans	5	50%	30%	19%

Online textbooks

Response	# of Responses	% Responses	State %	National %
Implemented with positive results	5	45%	41%	44%
Implemented with negative results	1	9%	14%	3%
Implemented but too early for results	0	0%	9%	14%
Considering for this year	1	9%	5%	7%
No plans	4	36%	32%	30%

Open education resources (OER)

Response	# of Responses	% Responses	State %	National %
Implemented with positive results	2	20%	13%	21%
Implemented with negative results	0	0%	0%	2%
Implemented but too early for results	1	10%	13%	10%
Considering for this year	2	20%	13%	8%
No plans	5	50%	60%	60%

Project-based learning experiences

Response	# of Responses	% Responses	State %	National %
Implemented with positive results	7	58%	57%	58%
Implemented with negative results	1	8%	9%	2%
Implemented but too early for results	2	17%	17%	15%
Considering for this year	1	8%	4%	12%
No plans	1	8%	13%	13%

Social media use for communications with parents and students

Response	# of Responses	% Responses	State %	National %
Implemented with positive results	7	64%	64%	77%
Implemented with negative results	1	9%	9%	2%
Implemented but too early for results	2	18%	18%	11%
Considering for this year	0	0%	0%	4%
No plans	1	9%	9%	6%

Students have access to an assigned laptop, tablet, or Chromebook all day in school (1:1 program)

Response	# of Responses	% Responses	State %	National %
Implemented with positive results	9	75%	65%	57%
Implemented with negative results	1	8%	9%	2%
Implemented but too early for results	0	0%	4%	6%
Considering for this year	1	8%	9%	10%
No plans	1	8%	13%	25%

Students have access to an assigned laptop, tablet, or Chromebook all day in school and to take home (1:1 program with take home)

Response	# of Responses	% Responses	State %	National %
Implemented with positive results	3	27%	41%	36%
Implemented with negative results	1	9%	5%	2%
Implemented but too early for results	0	0%	5%	5%

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Considering for this year	1	9%	14%	8%
No plans	6	55%	36%	50%

Students have periodic access to mobile devices to use in school

Response	# of Responses	% Responses	State %	National %
Implemented with positive results	6	55%	57%	61%
Implemented with negative results	1	9%	5%	5%
Implemented but too early for results	2	18%	14%	6%
Considering for this year	1	9%	5%	3%
No plans	1	9%	19%	25%

Teaching students about computer programming or coding

Response	# of Responses	% Responses	State %	National %
Implemented with positive results	5	45%	48%	51%
Implemented with negative results	0	0%	0%	2%
Implemented but too early for results	3	27%	29%	19%
Considering for this year	2	18%	14%	11%
No plans	1	9%	10%	17%

Videos, simulations, and animations

Response	# of Responses	% Responses	State %	National %
Implemented with positive results	7	58%	52%	64%
Implemented with negative results	1	8%	5%	1%
Implemented but too early for results	1	8%	10%	12%
Considering for this year	1	8%	5%	7%
No plans	2	17%	29%	16%

6 There is a new movement in education to teach all students about different forms of computer programming or “coding.” What would be a good reason for schools or districts to do this? (Check all that apply)

Response	# of Responses	% Responses	State %	National %
Colleges value students who have coding skills	2	20%	35%	43%
Local employers have job offerings for people with those skills	5	50%	47%	56%
National leaders say this is important for the economy	1	10%	18%	18%
Students are interested in computer programming or coding	8	80%	76%	70%
Students would be more engaged in school	5	50%	53%	52%
Students could collaborate with other students on projects	5	50%	53%	56%
Students would develop communications skills	5	50%	53%	50%
Students would develop creativity skills	7	70%	71%	66%
Students would develop critical thinking skills	7	70%	76%	78%
Students could work on solving real world problems	6	60%	71%	66%
Students could develop strategies for solving complex problems	7	70%	65%	63%
Students could learn design thinking	7	70%	65%	61%
Students would learn how computers work	3	30%	41%	47%
Students would learn how to think logically	7	70%	71%	65%
Students would learn skills necessary to get a job in programming or technology	2	20%	47%	58%
None of the above	0	0%	0%	1%
Other	0	0%	6%	2%

7 Specific to the use of technology within instruction, besides funding, which of these issues are the most challenging for you and your school or district right now? (Check all that apply)

Response	# of Responses	% Responses	State %	National %
Availability of technology for students' use at school	1	10%	18%	35%
Creating a technology vision for our school/district	1	10%	18%	19%
Determining impact and ROI of digital investments	2	20%	14%	14%
Digital equity issues (student access to technology and Internet at home)	5	50%	59%	48%
Evaluating emerging technologies for classroom use	3	30%	23%	33%
Evaluating quality of digital products and solutions	3	30%	36%	27%
Evaluating the security provisions of digital content being used in our classrooms	3	30%	27%	22%
Incorporating student owned mobile devices into instruction	0	0%	9%	18%
Internet capacity and bandwidth to accommodate school and district needs	1	10%	23%	24%
Management of mobile devices	3	30%	41%	33%
Monitoring of social media use by students and staff	3	30%	41%	41%
Motivating teachers to change their teaching practice to use technology in their classrooms	2	20%	32%	45%
Network security	0	0%	9%	17%
Protecting privacy and confidentiality of student records and information	2	20%	18%	14%
Providing tech support to teachers	2	20%	32%	38%
Staff professional development	3	30%	50%	47%
Student safety online	5	50%	50%	35%
Supporting new class models such as virtual, blended, and flipped	1	10%	23%	30%
Teachers' lack of understanding about data security when using apps or online resources	0	0%	5%	15%
Other	0	0%	5%	3%

8 How would you rate your technology skills?

Response	# of Responses	% Responses	State %	National %
Advanced - My skills are more advanced than most adults I know	4	40%	36%	31%
Average - My skills are similar to those of the adults I know	6	60%	64%	68%
Beginner - My skills are less advanced than most adults I know	0	0%	0%	2%

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	8	89%	80%	70%
Moderate positive impact	1	11%	15%	28%
Negative impact	0	0%	0%	0%

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Little or no impact	0	0%	5%	1%
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Access to online content and textbooks

Response	# of Responses	% Responses	State %	National %
Strong positive impact	6	67%	60%	59%
Moderate positive impact	3	33%	25%	36%
Negative impact	0	0%	5%	1%
Little or no impact	0	0%	10%	4%

Address inequities in educational opportunities

Response	# of Responses	% Responses	State %	National %
Strong positive impact	4	44%	35%	41%
Moderate positive impact	4	44%	50%	43%
Negative impact	0	0%	0%	2%
Little or no impact	1	11%	15%	14%

Attendance

Response	# of Responses	% Responses	State %	National %
Strong positive impact	0	0%	0%	19%
Moderate positive impact	1	11%	10%	32%
Negative impact	1	11%	5%	3%
Little or no impact	7	78%	85%	46%

Development of information and media literacy skills

Response	# of Responses	% Responses	State %	National %
Strong positive impact	2	22%	20%	41%
Moderate positive impact	4	44%	60%	50%
Negative impact	1	11%	5%	2%
Little or no impact	2	22%	15%	6%

Disciplinary problems

Response	# of Responses	% Responses	State %	National %
Strong positive impact	0	0%	0%	14%
Moderate positive impact	1	11%	20%	36%
Negative impact	4	44%	50%	19%
Little or no impact	4	44%	30%	30%

Personalize the learning environment

Response	# of Responses	% Responses	State %	National %
Strong positive impact	3	33%	35%	47%
Moderate positive impact	6	67%	60%	44%
Negative impact	0	0%	5%	1%
Little or no impact	0	0%	0%	8%

Preparation for college or workplace

Response	# of Responses	% Responses	State %	National %
Strong positive impact	3	33%	47%	53%
Moderate positive impact	5	56%	42%	40%
Negative impact	0	0%	0%	1%
Little or no impact	1	11%	11%	6%

Quality of student work

Response	# of Responses	% Responses	State %	National %
Strong positive impact	0	0%	0%	28%

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Moderate positive impact	8	89%	75%	57%
Negative impact	0	0%	5%	4%
Little or no impact	1	11%	20%	12%

Student ability to review class materials whenever they want

Response	# of Responses	% Responses	State %	National %
Strong positive impact	4	44%	50%	49%
Moderate positive impact	5	56%	50%	39%
Negative impact	0	0%	0%	1%
Little or no impact	0	0%	0%	10%

Student collaborations and peer to peer learning

Response	# of Responses	% Responses	State %	National %
Strong positive impact	2	22%	40%	44%
Moderate positive impact	7	78%	55%	46%
Negative impact	0	0%	5%	2%
Little or no impact	0	0%	0%	8%

Student engagement

Response	# of Responses	% Responses	State %	National %
Strong positive impact	2	22%	20%	49%
Moderate positive impact	7	78%	75%	44%
Negative impact	0	0%	5%	3%
Little or no impact	0	0%	0%	4%

Student perception of school value or enjoyment

Response	# of Responses	% Responses	State %	National %
Strong positive impact	1	11%	10%	35%
Moderate positive impact	7	78%	75%	50%
Negative impact	0	0%	5%	2%
Little or no impact	1	11%	10%	13%

Student responsibility for their own learning

Response	# of Responses	% Responses	State %	National %
Strong positive impact	2	22%	20%	33%
Moderate positive impact	6	67%	65%	50%
Negative impact	0	0%	5%	3%
Little or no impact	1	11%	10%	15%

Teacher-to-student communications

Response	# of Responses	% Responses	State %	National %
Strong positive impact	2	22%	35%	39%
Moderate positive impact	6	67%	55%	48%
Negative impact	0	0%	5%	3%
Little or no impact	1	11%	5%	10%

Time on task

Response	# of Responses	% Responses	State %	National %
Strong positive impact	0	0%	0%	27%
Moderate positive impact	5	62%	63%	52%
Negative impact	1	12%	16%	9%
Little or no impact	2	25%	21%	11%

10 Many schools are evaluating how to effectively leverage digital and online content within instruction. What are the benefits of using digital content within instruction at your school? (Check all that apply)

Response	# of Responses	% Responses	State %	National %
Cost savings	4	44%	40%	39%
Decreases dependence on textbook publishers	5	56%	60%	52%
Differentiates our school (district) as innovative in the use of technology	6	67%	60%	51%
Extends learning beyond the school day	5	56%	60%	63%
Improves quality of instructional materials	4	44%	45%	51%
Improves teacher productivity	1	11%	25%	32%
Improves teacher skills with technology	2	22%	45%	54%
Increases consistency of instruction across classrooms	1	11%	30%	34%
Increases relevancy of the instructional materials	4	44%	45%	46%
Increases student engagement in school and learning	4	44%	55%	65%
Increases teacher buy-in in digital learning	0	0%	20%	28%
Makes use of the technology that we have in the classrooms or media labs	2	22%	25%	41%
Prepare students to use digital and online content in future college or work environments	5	56%	60%	67%
Provides a way for instruction to be personalized for each student	4	44%	45%	59%
Provides equitable educational opportunities across classrooms and within the school (district)	4	44%	50%	40%
Other	0	0%	5%	1%

11 What challenges does your school face in implementing digital and online content within instruction? (Check all that apply)

Response	# of Responses	% Responses	State %	National %
Balancing instructional time constraints	8	89%	75%	58%
Concerns about student online safety	7	78%	55%	42%
Evaluating the pros/cons of using open education resources (OER)	3	33%	35%	16%
Evaluating the quality of the digital content	6	67%	60%	51%
Integration of digital content components into a teacher-friendly system	4	44%	50%	38%
Integration into our student information system or learning management system	1	11%	20%	19%
Lack of clarity on legal use policies around digital content	3	33%	15%	13%
Lack of teacher training in how to use effectively	5	56%	75%	53%
Locating appropriate digital content aligned to our curriculum	3	33%	30%	35%
Managing student and teacher subscription-based content in and out of school	4	44%	25%	22%
Providing enough computers/devices with Internet access	1	11%	25%	39%
Providing enough Internet bandwidth	1	11%	25%	29%
Teachers are reluctant to incorporate digital content into lessons	1	11%	30%	33%
Understanding role of digital content within state standards	2	22%	20%	29%

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Other 1 11% 10% 3%

12 **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	0	0%	0%	1%
Somewhat important	1	11%	11%	15%
Very important	8	89%	89%	84%

Aligned to our local or state curriculum

Response	# of Responses	% Responses	State %	National %
Not important	0	0%	0%	2%
Somewhat important	3	33%	32%	11%
Very important	6	67%	68%	87%

Available in multiple languages

Response	# of Responses	% Responses	State %	National %
Not important	0	0%	0%	8%
Somewhat important	4	44%	42%	44%
Very important	5	56%	58%	48%

Available on multiple types of devices and platforms

Response	# of Responses	% Responses	State %	National %
Not important	1	11%	11%	4%
Somewhat important	6	67%	47%	36%
Very important	2	22%	42%	60%

Content contains references to real people and real-world situations

Response	# of Responses	% Responses	State %	National %
Not important	0	0%	0%	2%
Somewhat important	4	44%	33%	31%
Very important	5	56%	67%	67%

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

Response	# of Responses	% Responses	State %	National %
Not important	1	11%	5%	3%
Somewhat important	3	33%	42%	31%
Very important	5	56%	53%	66%

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

Response	# of Responses	% Responses	State %	National %
Not important	0	0%	0%	3%
Somewhat important	4	44%	40%	35%
Very important	5	56%	60%	63%

Content is current – frequently revised and updated

Response	# of Responses	% Responses	State %	National %
Not important	0	0%	0%	1%
Somewhat important	2	22%	11%	16%
Very important	7	78%	89%	83%

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Content is part of a curated collection

Response	# of Responses	% Responses	State %	National %
Not important	0	0%	17%	11%
Somewhat important	6	75%	67%	57%
Very important	2	25%	17%	32%

Data integration with other content and systems

Response	# of Responses	% Responses	State %	National %
Not important	0	0%	11%	6%
Somewhat important	9	100%	89%	46%
Very important	0	0%	0%	48%

Demonstrated student achievement with the materials

Response	# of Responses	% Responses	State %	National %
Not important	0	0%	5%	2%
Somewhat important	3	33%	21%	23%
Very important	6	67%	74%	75%

Includes embedded online assessments

Response	# of Responses	% Responses	State %	National %
Not important	2	22%	21%	3%
Somewhat important	5	56%	47%	37%
Very important	2	22%	32%	59%

Includes professional development

Response	# of Responses	% Responses	State %	National %
Not important	1	11%	11%	3%
Somewhat important	5	56%	47%	29%
Very important	3	33%	42%	68%

Materials are created by practicing teachers

Response	# of Responses	% Responses	State %	National %
Not important	2	22%	11%	7%
Somewhat important	5	56%	63%	42%
Very important	2	22%	26%	51%

Offers individual student accounts for personalized learning

Response	# of Responses	% Responses	State %	National %
Not important	1	11%	11%	3%
Somewhat important	3	33%	42%	33%
Very important	5	56%	47%	64%

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

Response	# of Responses	% Responses	State %	National %
Not important	1	11%	11%	3%
Somewhat important	4	44%	42%	27%
Very important	4	44%	47%	70%

Recommended or approved by organizations I trust

Response	# of Responses	% Responses	State %	National %
Not important	0	0%	5%	7%
Somewhat important	2	22%	37%	42%
Very important	7	78%	58%	51%

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Referred by a trusted colleague

Response	# of Responses	% Responses	State %	National %
Not important	0	0%	11%	12%
Somewhat important	6	67%	63%	54%
Very important	3	33%	26%	34%

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

Response	# of Responses	% Responses	State %	National %
Not important	0	0%	0%	8%
Somewhat important	7	78%	74%	51%
Very important	2	22%	26%	42%

Teacher evaluation of the materials

Response	# of Responses	% Responses	State %	National %
Not important	0	0%	5%	4%
Somewhat important	6	67%	63%	41%
Very important	3	33%	32%	55%

Teachers can modify it to meet classroom needs

Response	# of Responses	% Responses	State %	National %
Not important	0	0%	0%	2%
Somewhat important	3	33%	42%	18%
Very important	6	67%	58%	80%

13

What types of digital learning skills/experiences do you think pre-service teachers should acquire prior to earning a teaching credential or certificate? New teachers should know how to...

Response	# of Responses	% Responses	State %	National %
Create or source videos, movies, podcasts, and other media to use in class	5	56%	37%	56%
Develop, implement, and evaluate online assessments	6	67%	53%	67%
Evaluate quality of digital content and resources for classroom use	7	78%	79%	64%
Integrate student-owned mobile devices into instruction	3	33%	37%	30%
Integrate digital or online games within instruction	2	22%	37%	40%
Integrate social media tools or applications into instruction	6	67%	58%	33%
Interpret and use data to support student learning and improve teaching practice	6	67%	68%	73%
Know how to teach digital citizenship	5	56%	58%	60%
Manage a classroom where every student has a mobile device	6	67%	74%	57%
Participate in an online professional learning community	4	44%	42%	49%
Set up a blended learning class model	4	44%	58%	48%
Set up a flipped learning class model	3	33%	37%	34%
Teach an online class	2	22%	16%	15%
Use digital content within instruction	8	89%	84%	70%
Use electronic teaching aids and productivity tools (e.g. Google Apps for Education)	7	78%	79%	66%
Use technology to communicate with parents and students	7	78%	79%	73%
Use technology to create authentic learning experiences for students	6	67%	74%	70%

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Use technology to differentiate instruction	7	78%	79%	79%
Use technology to facilitate student collaboration	6	67%	74%	67%
Other	1	11%	11%	1%

14 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	3	33%	28%	17%
Chromebook or laptop for every student to use at school	5	56%	50%	76%
Cloud-based communications and collaboration tools (e.g. Google Apps for Education, Microsoft Office 365)	5	56%	61%	69%
Dashboard or portal to track student academic progress over time (e.g. classes taken, course grades, test scores, absences) even if students change schools	6	67%	67%	67%
Digital content (animations, simulations, online articles, and resources)	7	78%	61%	57%
Google Hangouts or other online group messaging in class	1	11%	39%	33%
Interactive whiteboards	3	33%	39%	55%
Internet access anywhere at school	5	56%	61%	71%
Learning management systems (e.g. Blackboard)	3	33%	28%	41%
Mobile apps for learning	3	33%	39%	45%
Online or virtual classes	1	11%	22%	39%
Online tests and assessments	4	44%	56%	60%
Online textbooks	4	44%	39%	57%
Online tools that help organize schoolwork and provide access to important information	3	33%	33%	49%
Online tutors	2	22%	39%	51%
Online, video, and digital games	2	22%	28%	35%
Online videos and movies	3	33%	28%	35%
Social media tools for students to connect and work with others (e.g. blogs, wikis, social networking sites)	3	33%	33%	32%
Tablet for every student to use at school	1	11%	22%	43%
Tools to help students create media projects (e.g. video, audio)	4	44%	50%	55%
Virtual reality experiences and hardware (headsets and devices)	2	22%	28%	32%
Other	0	0%	6%	2%

15 Relative to school safety and security issues, what is your current level of concern about your school(s) specifically?

Physical safety and protections in place when students are on school grounds

Response	# of Responses	% Responses	State %	National %
High concern	1	10%	31%	46%
Moderate concern	2	20%	12%	26%
Low concern	7	70%	56%	27%
Not sure	0	0%	0%	1%

Mental health supports and the social and emotional well-being of students

Response	# of Responses	% Responses	State %	National %
High concern	7	70%	75%	70%
Moderate concern	3	30%	25%	23%

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Low concern	0	0%	0%	6%
Not sure	0	0%	0%	1%

Online safety for students when they are using technology and the Internet at school

Response	# of Responses	% Responses	State %	National %
High concern	4	40%	50%	44%
Moderate concern	5	50%	37%	37%
Low concern	1	10%	12%	18%
Not sure	0	0%	0%	1%

16 How would you characterize the safety and security protections and practices that are in place at your school(s) to create a safe learning environment for all children?

Response	# of Responses	% Responses	State %	National %
Needs improvement	0	0%	0%	7%
Average compared to other schools	4	40%	25%	28%
Better than average	4	40%	56%	43%
Excellent	2	20%	19%	20%
Not sure	0	0%	0%	1%

17 [Many parents, educators and policymakers are interested in the impact of including social-emotional learning \(SEL\) within the school environment. From your experiences or what you know about SEL what do you think are the most significant benefits of including this type of skill development within instruction? \(Check all that apply\)](#)

Response	# of Responses	% Responses	State %	National %
Better school attendance	7	78%	67%	73%
Decreased disciplinary referrals	7	78%	67%	79%
Decreased incidences of bullying	8	89%	73%	76%
Improved graduation rates	3	33%	27%	45%
Improved relationships between students and teachers	8	89%	73%	76%
Improved school climate	8	89%	80%	83%
Improved student academic outcomes	8	89%	73%	69%
Students are happier	7	78%	67%	71%
Students are less stressed	8	89%	87%	69%
Students are prepared to be successful in a future college environment	3	33%	33%	52%
Students are prepared to be successful in a future work place environment	3	33%	40%	53%
Students better understand school behavior expectations	5	56%	53%	63%
Students know what it means to be a good citizen as an adult	4	44%	60%	63%
Students take responsibility for their own learning	4	44%	53%	68%
Students treat each other with respect	7	78%	87%	76%
Other	0	0%	7%	2%

18 Agree or disagree: The development of strong social-emotional skills by the students is an important priority for our school this year.

Response	# of Responses	% Responses	State %	National %
Strongly disagree	2	22%	13%	12%
Somewhat disagree	0	0%	0%	4%

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Neither agree nor disagree	0	0%	7%	7%
Somewhat agree	4	44%	33%	27%
Strongly agree	3	33%	47%	49%

19 What are the challenges of implementing SEL programs at your school? (Check all that apply)

Response	# of Responses	% Responses	State %	National %
Balancing priorities with other time constraints	8	89%	93%	73%
Determining how to measure the impact of an SEL program	5	56%	60%	46%
Developing a school culture around SEL principles	6	67%	67%	39%
Developing or procuring appropriate curriculum or content	3	33%	33%	33%
Educating parents on their role in reinforcing SEL skills at home	5	56%	73%	54%
Explaining the program to parents and the community	1	11%	33%	29%
Funding to support the SEL program implementation	5	56%	67%	43%
Getting buy-in from teachers	4	44%	47%	46%
Getting district commitment to support the program	1	11%	13%	19%
Identifying best practices for teachers	4	44%	47%	39%
Parents who think that SEL is their responsibility and don't want it taught at school	2	22%	13%	12%
Re-thinking instructional practices to include SEL	3	33%	40%	46%
Setting appropriate expectations with the district office, school board, and community on outcomes	1	11%	20%	20%
Teachers need SEL training	5	56%	67%	53%
Other	0	0%	7%	3%

20 Which of these tools do you consider most effective in communicating class or school information to you? Some tools may apply to all types of communications information but others may only work for certain types of information. For each communications tool (i.e.; auto phone messages, emails, Facebook accounts), choose the type of communications information (student specific information, general information or crisis information) that fits that tool. Some tools may fit multiple types of information – others may not.

Automated phone messages

Response	# of Responses	% Responses	State %	National %
Student specific information from teacher(s)	1	11%	20%	26%
Generalized information from the school or district	9	100%	100%	82%
Crisis/Alert information from the school or district	8	89%	93%	75%

Class or school blogs

Response	# of Responses	% Responses	State %	National %
Student specific information from teacher(s)	6	67%	60%	60%
Generalized information from the school or district	6	67%	53%	47%
Crisis/Alert information from the school or district	1	11%	13%	6%

Classroom, school, or district informational websites

Response	# of Responses	% Responses	State %	National %
Student specific information from teacher(s)	2	22%	20%	36%
Generalized information from the school or district	8	89%	93%	81%
Crisis/Alert information from the school or district	3	33%	53%	33%

Personal email messages

Response	# of Responses	% Responses	State %	National %
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Student specific information from teacher(s)	8	89%	80%	77%
Generalized information from the school or district	4	44%	33%	39%
Crisis/Alert information from the school or district	1	11%	13%	20%

General email blasts

Response	# of Responses	% Responses	State %	National %
Student specific information from teacher(s)	1	11%	7%	21%
Generalized information from the school or district	9	100%	93%	79%
Crisis/Alert information from the school or district	4	44%	53%	38%

Face-to-face meetings

Response	# of Responses	% Responses	State %	National %
Student specific information from teacher(s)	7	78%	87%	85%
Generalized information from the school or district	5	56%	33%	29%
Crisis/Alert information from the school or district	1	11%	7%	13%

Hard copy flyers or newsletters sent home with the student or mailed to the parents' address

Response	# of Responses	% Responses	State %	National %
Student specific information from teacher(s)	5	56%	47%	36%
Generalized information from the school or district	8	89%	87%	78%
Crisis/Alert information from the school or district	0	0%	20%	13%

Local newspaper or public TV announcements

Response	# of Responses	% Responses	State %	National %
Student specific information from teacher(s)	1	11%	7%	8%
Generalized information from the school or district	7	78%	80%	67%
Crisis/Alert information from the school or district	5	56%	53%	46%

Mobile app

Response	# of Responses	% Responses	State %	National %
Student specific information from teacher(s)	3	33%	27%	38%
Generalized information from the school or district	6	67%	80%	69%
Crisis/Alert information from the school or district	5	56%	60%	44%

Online newsletters sent to parents' email address

Response	# of Responses	% Responses	State %	National %
Student specific information from teacher(s)	3	33%	33%	30%
Generalized information from the school or district	8	89%	93%	78%
Crisis/Alert information from the school or district	0	0%	0%	11%

Parent association meeting

Response	# of Responses	% Responses	State %	National %
Student specific information from teacher(s)	1	11%	7%	20%
Generalized information from the school or district	7	78%	87%	77%
Crisis/Alert information from the school or district	0	0%	0%	8%

Personal phone calls

Response	# of Responses	% Responses	State %	National %
Student specific information from teacher(s)	7	78%	73%	82%
Generalized information from the school or district	3	33%	27%	25%
Crisis/Alert information from the school or district	1	11%	13%	15%

Push notifications to parents' phones through district mobile app

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Response	# of Responses	% Responses	State %	National %
Student specific information from teacher(s)	2	22%	13%	25%
Generalized information from the school or district	7	78%	87%	71%
Crisis/Alert information from the school or district	7	78%	80%	52%

School billboard or marquee

Response	# of Responses	% Responses	State %	National %
Student specific information from teacher(s)	0	0%	0%	10%
Generalized information from the school or district	8	89%	80%	82%
Crisis/Alert information from the school or district	1	11%	13%	10%

School or district Facebook account

Response	# of Responses	% Responses	State %	National %
Student specific information from teacher(s)	0	0%	7%	12%
Generalized information from the school or district	8	89%	93%	82%
Crisis/Alert information from the school or district	1	11%	20%	32%

School portal with information about assignments, grades and school activities

Response	# of Responses	% Responses	State %	National %
Student specific information from teacher(s)	7	78%	67%	69%
Generalized information from the school or district	5	56%	53%	46%
Crisis/Alert information from the school or district	0	0%	0%	5%

School YouTube video channel

Response	# of Responses	% Responses	State %	National %
Student specific information from teacher(s)	2	22%	20%	18%
Generalized information from the school or district	6	67%	73%	66%
Crisis/Alert information from the school or district	1	11%	7%	7%

Text message to parent mobile device

Response	# of Responses	% Responses	State %	National %
Student specific information from teacher(s)	6	67%	60%	58%
Generalized information from the school or district	4	44%	40%	60%
Crisis/Alert information from the school or district	3	33%	47%	42%

Twitter updates or announcements

Response	# of Responses	% Responses	State %	National %
Student specific information from teacher(s)	3	33%	20%	21%
Generalized information from the school or district	6	67%	73%	77%
Crisis/Alert information from the school or district	2	22%	13%	30%

Videos

Response	# of Responses	% Responses	State %	National %
Student specific information from teacher(s)	4	44%	33%	23%
Generalized information from the school or district	6	67%	67%	65%
Crisis/Alert information from the school or district	0	0%	0%	11%

21 **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 leadership capacities or administrative effectiveness? (Check all that apply)**

Response	# of Responses	% Responses	State %	National %
Attended a face-to-face conference	6	67%	78%	77%

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Earned a micro-credential or digital badge to demonstrate proficiency in a topic or pedagogy	1	11%	17%	14%
Found information on the Internet to help me solve an administrative challenge	7	78%	72%	73%
Participated in a massive open online course (MOOC)	1	11%	6%	8%
Participated in a Twitter chat or other social media facilitated discussion	4	44%	33%	35%
Participated in a webinar or online conference	7	78%	67%	63%
Pinned school leadership ideas to Pinterest	2	22%	22%	25%
Posted a question on social media about something I want to learn	1	11%	6%	19%
Sought help from other administrators through my social networking sites	6	67%	61%	43%
Subscribed and contributed to blogs, listservs, or discussion forums from education organizations or experts (e.g. MindShift, eSchoolNews)	5	56%	39%	27%
Took a face-to-face class at a college or university	0	0%	11%	16%
Took a self-paced tutorial on a subject	3	33%	17%	19%
Took an online course	3	33%	17%	23%
Used a mobile application to help me with organization	4	44%	39%	43%
Used Twitter or other social media to follow education experts or other administrators	7	78%	72%	50%
Watched Ted Talks or videos about a topic I was interested in	6	67%	61%	66%
Other	0	0%	6%	5%

23 Are you a member of any of these education professional associations or their state affiliates?

Response	# of Responses	% Responses	State %	National %
AASA, American Association of School Administrators	0	0%	0%	12%
AFSA, American Federation of School Administrators	0	0%	0%	2%
ASCD, Association for Supervision and Curriculum Development	4	67%	64%	32%
CoSN, Consortium for School Networking	0	0%	0%	1%
iNACOL, International Association for K-12 Online Learning	0	0%	0%	1%
NAESP, National Association of Elementary School Principals	1	17%	27%	25%
NASSP, National Association of Secondary School Principals	1	17%	27%	22%
NCEA, National Catholic Educators Association	0	0%	9%	5%
Other	1	17%	9%	38%

24 Gender

Response	# of Responses	% Responses	State %	National %
Female	5	56%	56%	61%
Male	4	44%	44%	33%
Decline to state	0	0%	0%	5%

25 At the end of this school year, how many years of leadership/administrative experience will you have?

Response	# of Responses	% Responses	State %	National %
This is my first year	2	25%	12%	6%
1 to 3	0	0%	6%	17%

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4 to 10	2	25%	29%	37%
11 to 15	2	25%	41%	16%
16+	2	25%	12%	24%

26 Race or Cultural Identity

Response	# of Responses	% Responses	State %	National %
American Indian/Alaskan Native	0	0%	0%	1%
Asian	0	0%	0%	2%
Black/African-American	2	22%	22%	6%
Caucasian/White (non-Hispanic)	5	56%	61%	67%
Hispanic/Latino	0	0%	0%	13%
Native Hawaiian/Other Pacific Islander	0	0%	0%	2%
Multiracial	0	0%	0%	1%
Decline to state	2	22%	17%	7%
Other	0	0%	0%	1%

27 What is your highest level of educational attainment?

Response	# of Responses	% Responses	State %	National %
Bachelor's degree	1	11%	6%	5%
Specialist degree in education	0	0%	0%	11%
Master's degree in education	6	67%	56%	67%
Master's degree in an area other than education	1	11%	6%	12%
Doctorate degree (Ed.D., Ph.D.)	0	0%	22%	8%
Other	1	11%	11%	6%