Results based on 13 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 %
Librarian	2	15%	33%	15%
Librarian Media Specialist	5	38%	25%	45%
Library Assistant	0	0%	4%	4%
Media Specialist	1	8%	4%	9%
Teacher Librarian	3	23%	12%	8%
Instructional Technology Specialist	2	15%	21%	9%
Vocational/CTE Librarian	0	0%	0%	0%
Other	0	0%	0%	8%

2 Where do you primarily work?

Response	# of Responses	% Responses	State %	National %
School Site	11	85%	87%	94%
Multiple school sites	2	15%	8%	4%
District Office	0	0%	0%	1%
Public Library	0	0%	4%	0%

3 How would you rate your technology skills?

Response	# of Responses	% Responses	State %	National %
Advanced - My skills are more advanced than most adults I know	7	54%	58%	61%
Average - My skills are similar to those of the adults I know	6	46%	37%	37%
Beginner - My skills are less advanced than most adults I know	0	0%	4%	2%

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

Response	# of Responses	% Responses	State %	National %
Not Important	0	0%	0%	1%
Somewhat Important	2	15%	12%	5%
Important	6	46%	42%	26%
Extremely Important	4	31%	42%	67%
No Opinion	1	8%	4%	1%

5 How do you use technology to support teachers at your school? (Check all that apply)

Response	# of Responses	% Responses	State %	National %
Acquire and catalog online resources	9	69%	65%	70%
Answer questions about how to use various types of technology	12	92%	91%	88%
Create digital lessons or presentations for teacher use in the classroom	9	69%	70%	40%
Curate digital content into collections or unit study resources for teacher use	9	69%	70%	41%
Coach/mentor teachers on the effective use of digital tools and content within instruction	9	69%	74%	60%
Conduct Internet research for teachers	10	77%	65%	58%

	Find digital content (e.g. games, animations, simulations, 3D content) for teachers to use in their lessons	9	69%	70%	57%
	Find educational mobile apps appropriate for classroom use	6	46%	52%	47%
	Identify digital text-based resources for teacher use (e.g. electronic textbooks, newspapers, magazines, digital archives, digital libraries)	11	85%	78%	56%
	Make purchasing recommendations for technology	12	92%	61%	59%
	Manage online subscriptions to digital content and databases	9	69%	52%	47%
	Manage school website or portal	7	54%	48%	48%
	Participate with teachers in a professional learning community	11	85%	83%	71%
	Provide information about teaching digital citizenship and/or media literacy to teachers	12	92%	91%	63%
	Support teachers' implementation of new classroom models (e.g. blended, flipped)	8	62%	57%	40%
	Teach digital literacy and citizenship to students	13	100%	96%	74%
	Train teachers about how to locate or evaluate digital content	10	77%	61%	43%
	Other	1	8%	4%	7%

6 **What priorities are driving new investments in digital content, tools or resources in your school? (Check all that apply)**

	Response	# of Responses	% Responses	State %	National %
	Addressing resource inequities between schools and classrooms in our district	8	62%	55%	39%
	Closing the achievement gap	12	92%	91%	63%
	Closing the reading gap with new intervention strategies	8	62%	64%	57%
	Competition from other schools	4	31%	23%	15%
	Curriculum support for the digital delivery of content	8	62%	64%	63%
	Development of college and career ready skills	7	54%	59%	57%
	Implementation of new classroom models (blended, flipped, virtual)	4	31%	45%	38%
	Improving parental engagement	6	46%	41%	39%
	Improving teachers' skills with technology	10	77%	77%	67%
	Independent reading initiatives	5	38%	32%	35%
	Needs of English Language Learning students	9	69%	59%	43%
	Needs of special education students	10	77%	68%	48%
	New assessment approaches	5	38%	45%	44%
	New state standards	5	38%	41%	34%
	Progress monitoring requirements (time on task, time spent reading, student tries before mastery)	5	38%	27%	39%
	Providing students with resources in multiple languages	5	38%	36%	27%
	Supporting students' at home learning	9	69%	59%	39%
	Other	2	15%	9%	3%

7 **In support of classroom instruction, what types of digital content do you regularly recommend to teachers or help them implement? (Check all that apply)**

	Response	# of Responses	% Responses	State %	National %
	Augmented or virtual reality environments	5	38%	32%	17%

	Animations and simulations	4	31%	27%	21%
	Digital content subscription (e.g. Discovery Education)	10	77%	73%	64%
	Digital, video, or online games (e.g., Kahoot, Minecraft)	12	92%	64%	66%
	Google Apps for Education (e.g. Google Docs, Google Slides etc.)	11	85%	91%	77%
	Microsoft Office 365 (e.g. Word, Excel, Apps for Windows, etc.)	5	38%	41%	47%
	Online curriculum	4	31%	27%	33%
	Online databases (e.g. census data, education statistics)	10	77%	73%	50%
	Online tests or assessments	6	46%	36%	38%
	Online textbooks	4	31%	32%	24%
	Primary source documents (e.g. from the Library of Congress or NewseumED.org)	12	92%	91%	43%
	Real-time data (e.g. population, weather, NASA, Google Earth, GIS etc.)	7	54%	55%	38%
	Social media tools	4	31%	27%	31%
	Software/apps to help students develop skills (e.g. reading, writing, math, foreign language)	6	46%	41%	47%
	Speech recognition software or apps	6	46%	41%	17%
	Tutorials	9	69%	64%	33%
	Videos that teachers get from teacher sharing sites	6	46%	41%	30%
	Videos from online content providers (e.g. Kahn Academy, YouTube, NASA)	8	62%	64%	61%
	Virtual labs	5	38%	32%	13%
	Web-based conferencing and online meeting tools	6	46%	41%	21%
	Other	1	8%	5%	4%

8 **Which of these are true of teachers at your school in regards to their use of digital content and online resources in their classrooms? Our teachers are… (Check all that apply)**

	Response	# of Responses	% Responses	State %	National %
	Using digital content they find online just the way they find it without editing, modifying, or customizing	11	85%	86%	67%
	Customizing the digital content and resources they find with their own ideas, materials, and resources before using it in their classroom	7	54%	55%	61%
	Reviewing digital content and resources they find online primarily to get ideas to help with creating new lesson plans and classroom ideas	10	77%	77%	65%
	Regularly updating pre-existing lesson plans or classroom activities with digital content and resources they find online	4	31%	41%	56%
	Primarily creating their own digital content and resources for their classrooms	3	23%	23%	25%
	Regularly posting the digital content and resources that they create for their classroom online for other teachers to use	2	15%	23%	18%
	Not regularly using digital content or online resources in their classrooms	3	23%	18%	14%
	Other	1	8%	9%	5%

9 How do you learn about new digital content that you recommend to teachers? (Check all that apply)

Response	# of Responses	% Responses	State %	National %
Ask other librarians for recommendations	12	92%	73%	76%
Attend face-to-face conferences	12	92%	86%	61%
Conduct Internet research	12	92%	86%	77%
Look at the resources students are using	11	85%	73%	51%
Look for resources published by content expert organization (e.g. National Science Foundation, universities)	9	69%	73%	43%
Look for resources published by established media or content producers (e.g. NBC, Discovery, PBS)	9	69%	73%	52%
Participate in webinars or virtual conferences	11	85%	77%	51%
Review journal articles	9	69%	82%	43%
Review recommendations from education membership associations or organizations	11	85%	86%	50%
Review recommendations from State Department of Education or Ministry of Education	5	38%	36%	24%
Review recommendations in education blogs or wikis	7	54%	73%	46%
Through my professional learning network	12	92%	91%	70%
Use resources recommended by my school district	9	69%	68%	67%
Use Twitter to follow other librarians	9	69%	55%	44%
Use Twitter to pose questions to my personal learning network	5	38%	27%	15%
Other	1	8%	9%	6%

10 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%	0%
Somewhat important	5	38%	35%	19%
Very important	8	62%	65%	81%

Aligned to our local or state curriculum

Response	# of Responses	% Responses	State %	National %
Not important	1	8%	4%	1%
Somewhat important	5	38%	30%	18%
Very important	7	54%	65%	81%

Available in multiple languages

Response	# of Responses	% Responses	State %	National %
Not important	0	0%	0%	12%
Somewhat important	11	85%	70%	51%
Very important	2	15%	30%	37%

Available on multiple types of devices and platforms

Response	# of Responses	% Responses	State %	National %
Not important	0	0%	0%	5%
Somewhat important	10	83%	64%	39%
Very important	2	17%	36%	56%

Content contains references to real people and real-world situations

Response	# of Responses	% Responses	State %	National %
Not important	1	8%	4%	3%
Somewhat important	7	54%	48%	43%
Very important	5	38%	48%	54%

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

Response	# of Responses	% Responses	State %	National %
Not important	1	8%	5%	6%
Somewhat important	9	69%	64%	45%
Very important	3	23%	32%	49%

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

Response	# of Responses	% Responses	State %	National %
Not important	0	0%	4%	3%
Somewhat important	9	69%	48%	49%
Very important	4	31%	48%	48%

Content is current – frequently revised and updated

Response	# of Responses	% Responses	State %	National %
Not important	1	8%	4%	1%
Somewhat important	1	8%	4%	13%
Very important	11	85%	91%	86%

Content is part of a curated collection

Response	# of Responses	% Responses	State %	National %
Not important	3	25%	14%	15%
Somewhat important	6	50%	45%	54%
Very important	3	25%	41%	31%

Data integration with other content and systems

Response	# of Responses	% Responses	State %	National %
Not important	3	23%	17%	9%
Somewhat important	9	69%	61%	54%
Very important	1	8%	22%	37%

Demonstrated student achievement with the materials

Response	# of Responses	% Responses	State %	National %
Not important	3	23%	13%	4%
Somewhat important	7	54%	52%	40%
Very important	3	23%	35%	56%

Includes embedded online assessments

Response	# of Responses	% Responses	State %	National %
Not important	5	38%	26%	12%
Somewhat important	8	62%	61%	57%
Very important	0	0%	13%	30%

Includes professional development

Response	# of Responses	% Responses	State %	National %
Not important	4	36%	29%	12%

	Somewhat important	7	64%	48%	53%
	Very important	0	0%	24%	35%

Materials are created by practicing teachers

Response	# of Responses	% Responses	State %	National %
Not important	2	15%	22%	10%
Somewhat important	9	69%	48%	50%
Very important	2	15%	30%	40%

Offers individual student accounts for personalized learning

Response	# of Responses	% Responses	State %	National %
Not important	2	15%	17%	7%
Somewhat important	11	85%	61%	44%
Very important	0	0%	22%	49%

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

Response	# of Responses	% Responses	State %	National %
Not important	5	38%	35%	7%
Somewhat important	5	38%	39%	44%
Very important	3	23%	26%	49%

Recommended or approved by organizations I trust

Response	# of Responses	% Responses	State %	National %
Not important	0	0%	4%	4%
Somewhat important	7	54%	48%	41%
Very important	6	46%	48%	55%

Referred by a trusted colleague

Response	# of Responses	% Responses	State %	National %
Not important	1	8%	4%	8%
Somewhat important	8	62%	57%	53%
Very important	4	31%	39%	39%

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

Response	# of Responses	% Responses	State %	National %
Not important	1	8%	4%	6%
Somewhat important	6	46%	43%	49%
Very important	6	46%	52%	45%

Teacher evaluation of the materials

Response	# of Responses	% Responses	State %	National %
Not important	2	15%	9%	4%
Somewhat important	5	38%	48%	50%
Very important	6	46%	43%	46%

Teachers can modify it to meet classroom needs

Response	# of Responses	% Responses	State %	National %
Not important	1	8%	4%	1%
Somewhat important	5	38%	30%	24%
Very important	7	54%	65%	75%

11 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	5	38%	36%	53%
	Decreases dependence on textbook publishers	9	69%	59%	47%
	Differentiates our school (district) as innovative in the use of technology	6	46%	59%	60%
	Extends learning beyond the school day	6	46%	55%	71%
	Improves quality of instructional materials	8	62%	73%	71%
	Improves teacher productivity	4	31%	45%	53%
	Improves teacher skills with technology	6	46%	55%	70%
	Increases consistency of instruction across classrooms	4	31%	45%	54%
	Increases relevancy of the instructional materials	6	46%	55%	58%
	Increases student engagement in school and learning	8	62%	73%	79%
	Increases teacher buy-in in digital learning	4	31%	32%	40%
	Makes use of the technology that we have in the classrooms or media labs	8	62%	59%	69%
	Prepare students to use digital and online content in future college or work environments	9	69%	77%	80%
	Provides a way for instruction to be personalized for each student	5	38%	55%	71%
	Provides equitable educational opportunities across classrooms and within the school (district)	8	62%	73%	61%
	Other	0	0%	0%	1%

12 **Besides time, what top challenges do you face when helping teachers integrate digital content into their lessons? (Check all that apply)**

	Response	# of Responses	% Responses	State %	National %
	Digital content is not organized in the appropriate scope and sequence that teachers need	6	55%	58%	33%
	Evaluating pros/cons of using open education resources	5	45%	47%	29%
	Helping teachers move from sporadic to sustained usage	7	64%	68%	55%
	Integration of digital content components into a teacher-friendly system	8	73%	68%	50%
	Internet bandwidth is insufficient to support digital content use	1	9%	11%	24%
	Lack of computer access for students and teachers at school	2	18%	21%	32%
	Lack of funding to purchase digital content	6	55%	42%	48%
	Library or media center is closed or unavailable to students and teachers too often due to testing schedules	3	27%	32%	18%
	Locating appropriate types of digital content for specific instructional strategies	6	55%	37%	36%
	School filters and firewalls block access to the content	1	9%	21%	30%
	Students do not have access to computers or the Internet outside of school	6	55%	47%	42%
	Teachers are not comfortable incorporating digital content into their lessons	5	45%	47%	45%
	Teachers are not interested in incorporating digital content into their lessons	6	55%	47%	30%
	Understanding role of digital content within state standards	3	27%	32%	29%

	Using digital content to create meaningful learning experiences	9	82%	63%	39%
	Website and digital content changes too often to be reliable or consistent for classroom use	3	27%	26%	13%
	Other	0	0%	0%	5%

13 **Which of the following professional development experiences or resources would help teachers better use digital content in their classroom? (Check all that apply)**

	Response	# of Responses	% Responses	State %	National %
	Access to a curated collection of vetted, grade-level, content specific resources	8	73%	70%	63%
	Blogs, wikis, and chat rooms where teachers can share success stories, struggles, and challenges	1	9%	20%	26%
	Earning micro credentials or digital badges	4	36%	35%	19%
	Face-to-face school or district-based professional development	9	82%	85%	73%
	Mentoring by an instructional coach on site	8	73%	60%	58%
	Online mentoring from a content or subject expert	3	27%	25%	23%
	Online or blended learning class experience where the use of digital content is modeled	4	36%	45%	37%
	Online webinars or virtual conferences	4	36%	35%	32%
	Participation in a professional learning community at his/her school	7	64%	70%	53%
	Participation in an online community of practice	2	18%	35%	26%
	Participation in self-paced, online tutorials	5	45%	50%	40%
	Peer coaching and mentoring	8	73%	75%	54%
	Support from a library media specialist who can help with digital content identification and usage	8	73%	60%	53%
	Using Twitter or other social media vehicles	2	18%	10%	17%
	Videos of teachers demonstrating use of digital content in their content area	8	73%	50%	43%
	Other	1	9%	5%	2%

14 **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 effectiveness as a librarian? (Check all that apply)**

	Response	# of Responses	% Responses	State %	National %
	Attended a face-to-face conference	11	100%	90%	64%
	Earned a micro-credential or digital badge to demonstrate proficiency in a topic or pedagogy	4	36%	35%	31%
	Found information on the Internet to help me prepare/deliver a lesson	10	91%	90%	86%
	Participated in a massive open online course (MOOC)	3	27%	25%	8%
	Participated in a Twitter chat or other social media facilitated discussion	5	45%	45%	37%
	Participated in a webinar or online conference	9	82%	70%	60%
	Pinned classroom/lesson plan ideas to Pinterest	7	64%	40%	52%
	Posted a question on social media about something I want to learn	5	45%	40%	34%

	Sought help from other librarians through my social networking sites	10	91%	80%	65%
	Subscribed and contributed to blogs, listservs, or discussion forums from education organizations or experts (e.g. MindShift, eSchoolNews)	6	55%	65%	34%
	Took a face-to-face class at a college or university	4	36%	30%	11%
	Took a self-paced tutorial on a subject	6	55%	50%	33%
	Took an online course	2	18%	25%	25%
	Used a mobile application to help me with organization	4	36%	35%	39%
	Used Twitter or other social media to follow education experts or other librarians	10	91%	75%	53%
	Watched Ted Talks or videos about a topic I was interested in	8	73%	65%	56%
	Other	1	9%	5%	5%

15 **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	4	36%	45%	26%
	Chromebook or laptop for every student to use at school	8	73%	70%	83%
	Cloud-based communications and collaboration tools (e.g. Google Apps for Education, Microsoft Office 365)	11	100%	85%	71%
	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	55%	65%	61%
	Digital content (animations, simulations, online articles, and resources)	9	82%	80%	66%
	Google Hangouts or other online group messaging in class	1	9%	10%	32%
	Interactive whiteboards	5	45%	45%	52%
	Internet access anywhere at school	7	64%	65%	75%
	Learning management systems (e.g. Blackboard)	5	45%	50%	39%
	Mobile apps for learning	5	45%	55%	53%
	Online or virtual classes	5	45%	45%	42%
	Online tests and assessments	8	73%	55%	49%
	Online textbooks	5	45%	40%	44%
	Online tools that help organize schoolwork and provide access to important information	7	64%	65%	54%
	Online tutors	5	45%	45%	45%
	Online, video, and digital games	8	73%	65%	44%
	Online videos and movies	7	64%	60%	40%
	Social media tools for students to connect and work with others (e.g. blogs, wikis, social networking sites)	2	18%	25%	36%
	Tablet for every student to use at school	3	27%	20%	38%
	Tools to help students create media projects (e.g. video, audio)	9	82%	80%	69%
	Virtual reality experiences and hardware (headsets and devices)	4	36%	40%	39%
	Other	1	9%	5%	5%

16 **Does your school (district) provide a dedicated maker space for student and teacher usage?**

	Response	# of Responses	% Responses	State %	National %
	Yes, it is part of our library/media center	7	54%	36%	38%
	Yes, but it is not part of our library/media center	4	31%	27%	10%
	Yes, but our maker space is really just access to a 3D printer(s)	0	0%	0%	2%
	No, we do not currently have a maker space for students at our school	0	0%	14%	22%
	No, but we are currently doing planning to implement a maker space	0	0%	5%	18%
	No, and we have no plans for a maker space	1	8%	9%	7%
	Not sure	1	8%	9%	4%

17 **What are the benefits of providing a maker space or similar project-based, hands-on learning experiences for students? Students are… (Check all that apply)**

	Response	# of Responses	% Responses	State %	National %
	Applying knowledge to practical problems	9	75%	84%	78%
	Better able to understand abstract concepts	9	75%	79%	63%
	Collaborating with other students more	10	83%	89%	82%
	Connecting maker space projects to class content or curriculum	8	67%	68%	60%
	Creating models and testing their assumptions	8	67%	58%	56%
	Demonstrating higher proficiency on standardized tests	3	25%	21%	25%
	Developing creativity skills	10	83%	68%	84%
	Developing critical thinking and problem solving skills	10	83%	84%	80%
	Developing college and career ready skills	6	50%	37%	42%
	Developing mastery in a competency based learning environment	3	25%	32%	30%
	Gaining confidence in their abilities	11	92%	84%	69%
	Learning that failure is an opportunity to learn	8	67%	74%	67%
	Learning in a way that fits their individual learning styles	6	50%	53%	56%
	More deeply exploring their ideas	7	58%	58%	53%
	More motivated/engaged to learn new skills and information	10	83%	84%	57%
	Spending more time mastering a skill or learning something	5	42%	42%	42%
	Taking ownership for their learning	10	83%	74%	65%
	Using time at home for extended learning on what was explored in the maker space	4	33%	37%	23%
	Other	1	8%	5%	4%

18 **Let's talk about the implementation of various classroom models and digital learning approaches in your school(s). Thinking about widespread or strategic implementation levels, which have been implemented at your school(s) already? Which ones do you anticipate implementing in the next few years? Check no plans if that is most appropriate for your school(s).**

Artificial intelligence systems

	Response	# of Responses	% Responses	State %	National %
	Implemented already	3	27%	20%	2%
	Anticipate in 2018/19	0	0%	0%	3%
	Anticipate in 2019/20	0	0%	13%	4%
	Anticipate in 2020/21 or later	0	0%	0%	5%

No plans	8	73%	67%	85%

Augmented or virtual reality environments

Response	# of Responses	% Responses	State %	National %
Implemented already	6	50%	44%	15%
Anticipate in 2018/19	2	17%	19%	7%
Anticipate in 2019/20	1	8%	12%	11%
Anticipate in 2020/21 or later	1	8%	12%	11%
No plans	2	17%	12%	55%

Blended learning classroom models

Response	# of Responses	% Responses	State %	National %
Implemented already	7	58%	50%	46%
Anticipate in 2018/19	1	8%	7%	8%
Anticipate in 2019/20	0	0%	7%	9%
Anticipate in 2020/21 or later	1	8%	7%	9%
No plans	3	25%	29%	28%

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

Response	# of Responses	% Responses	State %	National %
Implemented already	11	92%	87%	84%
Anticipate in 2018/19	0	0%	0%	5%
Anticipate in 2019/20	0	0%	0%	4%
Anticipate in 2020/21 or later	0	0%	0%	2%
No plans	1	8%	13%	5%

Digital citizenship training programs

Response	# of Responses	% Responses	State %	National %
Implemented already	8	67%	62%	69%
Anticipate in 2018/19	2	17%	12%	9%
Anticipate in 2019/20	1	8%	19%	9%
Anticipate in 2020/21 or later	0	0%	0%	3%
No plans	1	8%	6%	10%

Flipped learning

Response	# of Responses	% Responses	State %	National %
Implemented already	5	42%	40%	37%
Anticipate in 2018/19	1	8%	13%	8%
Anticipate in 2019/20	1	8%	13%	13%
Anticipate in 2020/21 or later	1	8%	7%	5%
No plans	4	33%	27%	37%

Game-based learning

Response	# of Responses	% Responses	State %	National %
Implemented already	5	42%	33%	44%
Anticipate in 2018/19	1	8%	13%	6%
Anticipate in 2019/20	3	25%	20%	8%
Anticipate in 2020/21 or later	0	0%	0%	3%
No plans	3	25%	33%	39%

Incorporating student owned devices into instruction (BYOD, BYOT)

Response	# of Responses	% Responses	State %	National %

Implemented already	1	8%	14%	45%
Anticipate in 2018/19	1	8%	7%	3%
Anticipate in 2019/20	0	0%	0%	4%
Anticipate in 2020/21 or later	0	0%	0%	4%
No plans	10	83%	79%	44%

Online classes for students

Response	# of Responses	% Responses	State %	National %
Implemented already	3	27%	21%	36%
Anticipate in 2018/19	1	9%	7%	3%
Anticipate in 2019/20	0	0%	0%	5%
Anticipate in 2020/21 or later	0	0%	7%	4%
No plans	7	64%	64%	52%

Online professional development for teachers

Response	# of Responses	% Responses	State %	National %
Implemented already	7	58%	53%	68%
Anticipate in 2018/19	1	8%	13%	7%
Anticipate in 2019/20	2	17%	20%	7%
Anticipate in 2020/21 or later	0	0%	0%	2%
No plans	2	17%	13%	16%

Online textbooks

Response	# of Responses	% Responses	State %	National %
Implemented already	3	25%	33%	49%
Anticipate in 2018/19	1	8%	7%	4%
Anticipate in 2019/20	0	0%	7%	5%
Anticipate in 2020/21 or later	0	0%	0%	5%
No plans	8	67%	53%	37%

Open education resources (OER)

Response	# of Responses	% Responses	State %	National %
Implemented already	2	18%	21%	45%
Anticipate in 2018/19	1	9%	7%	7%
Anticipate in 2019/20	0	0%	0%	5%
Anticipate in 2020/21 or later	0	0%	0%	2%
No plans	8	73%	71%	40%

Project-based learning experiences

Response	# of Responses	% Responses	State %	National %
Implemented already	7	78%	69%	70%
Anticipate in 2018/19	2	22%	15%	9%
Anticipate in 2019/20	0	0%	15%	6%
Anticipate in 2020/21 or later	0	0%	0%	3%
No plans	0	0%	0%	11%

Social media use for communications with parents and students

Response	# of Responses	% Responses	State %	National %
Implemented already	8	67%	73%	81%
Anticipate in 2018/19	1	8%	7%	5%
Anticipate in 2019/20	1	8%	7%	3%
Anticipate in 2020/21 or later	0	0%	0%	2%
No plans	2	17%	13%	8%

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

Response	# of Responses	% Responses	State %	National %
Implemented already	9	75%	81%	49%
Anticipate in 2018/19	0	0%	0%	8%
Anticipate in 2019/20	1	8%	6%	9%
Anticipate in 2020/21 or later	1	8%	6%	11%
No plans	1	8%	6%	23%

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 already	6	50%	62%	34%
Anticipate in 2018/19	0	0%	0%	4%
Anticipate in 2019/20	2	17%	12%	6%
Anticipate in 2020/21 or later	0	0%	0%	8%
No plans	4	33%	25%	48%

Students have periodic access to mobile devices to use in school

Response	# of Responses	% Responses	State %	National %
Implemented already	8	67%	53%	74%
Anticipate in 2018/19	0	0%	0%	4%
Anticipate in 2019/20	0	0%	0%	2%
Anticipate in 2020/21 or later	1	8%	7%	2%
No plans	3	25%	40%	18%

Teaching computer programming or coding to students

Response	# of Responses	% Responses	State %	National %
Implemented already	9	82%	79%	65%
Anticipate in 2018/19	1	9%	7%	9%
Anticipate in 2019/20	0	0%	0%	6%
Anticipate in 2020/21 or later	1	9%	7%	4%
No plans	0	0%	7%	16%

Videos, simulations and animations

Response	# of Responses	% Responses	State %	National %
Implemented already	9	75%	80%	64%
Anticipate in 2018/19	2	17%	13%	8%
Anticipate in 2019/20	0	0%	0%	6%
Anticipate in 2020/21 or later	0	0%	0%	3%
No plans	1	8%	7%	19%

19 **In addition to knowing core content subjects, which of these information and media literacy skills are most important for students to learn? (Check all that apply)**

Response	# of Responses	% Responses	State %	National %
Ability to identify information sources and how to locate them	11	92%	95%	92%
Ability to evaluate the relevance, authenticity, and credibility of resources	11	92%	90%	92%
Ability to evaluate their own work to improve their effectiveness	10	83%	76%	80%

	Ability to organize information	10	83%	76%	86%
	Know how to analyze and interpret stories, commercials, and the media (e.g. TV, magazines, newspapers, blogs, etc.)	10	83%	76%	71%
	Know how to detect bias, censorship, or propaganda in resources (including media)	11	92%	90%	80%
	Know how to prepare written or verbal reports of research	10	83%	81%	82%
	Know how to produce blogs, vlogs, podcasts, digital storytelling, or video	6	50%	57%	49%
	Know how to summarize research	11	92%	81%	77%
	Know how to use technology and digital content responsibly	10	83%	86%	89%
	Other	1	8%	5%	2%

20 **How would you categorize the skill level of students at your school(s) in the application of the types of information and media literacy skills they need to be successful in the future?**

	Response	# of Responses	% Responses	State %	National %
	Very proficient	1	8%	5%	3%
	Proficient	1	8%	10%	26%
	Basic	9	75%	75%	58%
	Below basic	1	8%	10%	11%
	Very below basic	0	0%	0%	2%

22 **Gender**

	Response	# of Responses	% Responses	State %	National %
	Female	8	73%	70%	85%
	Male	1	9%	5%	8%
	Decline to state	2	18%	25%	7%

23 **Which of these degrees or certifications do you currently hold? (Check all that apply)**

	Response	# of Responses	% Responses	State %	National %
	Associate degree	1	8%	5%	10%
	Bachelor's degree	7	58%	40%	53%
	Master's degree in Education	4	33%	35%	19%
	Master's degree in Education (with specialization in library media)	3	25%	30%	16%
	Master's degree in Educational/Instructional Technology/Learning Technology	2	17%	15%	10%
	Master's degree in Library Science	3	25%	25%	45%
	National Board Certification	3	25%	20%	7%
	Teaching credential	5	42%	30%	14%
	Doctorate (Ph.D., Ed.D.)	1	8%	5%	1%
	Other	2	17%	25%	17%

24 **At the end of this school year, how many years of experience will you have as a librarian or media specialist?**

	Response	# of Responses	% Responses	State %	National %
	This is my first year	1	8%	10%	6%
	1 to 3	1	8%	10%	12%
	4 to 10	7	58%	40%	32%

	11 to 15	1	8%	5%	17%
	16+	2	17%	35%	33%

25 Race or Cultural Identity

	Response	# of Responses	% Responses	State %	National %
	American Indian/Alaskan Native	0	0%	0%	1%
	Asian	0	0%	0%	1%
	Black/African-American	1	9%	10%	2%
	Caucasian/White (non-Hispanic)	6	55%	45%	65%
	Hispanic/Latino	0	0%	5%	17%
	Native Hawaiian/Other Pacific Islander	0	0%	0%	1%
	Multiracial	2	18%	10%	1%
	Decline to state	2	18%	30%	10%
	Other	0	0%	0%	1%

26 Are you a member of any of these professional organizations or their state affiliate organizations? (Check all that apply)

	Response	# of Responses	% Responses	State %	National %
	AASL	7	78%	75%	71%
	ALA	2	22%	42%	63%
	ASCD	1	11%	8%	6%