

TUSD

Tucson Unified School District

TECHNOLOGY CONDITIONS INDEX - NARRATIVE

I. USP LANGUAGE

IX. FACILITIES AND TECHNOLOGY

B. Technology and Technology Conditions

1. *By July 1, 2013, the District shall develop a Technology Conditions Index (“TCI”), which rates technology and technology conditions in schools along multiple technological dimensions and provides a composite score for each school. The TCI shall include, at minimum, the following: (i) student access to computers and other learning devices (e.g., smart boards); the location of computers and other learning devices (lab or classroom or both); (ii) availability of wireless and broadband Internet in a school; (iii) availability of research-based educational software or courseware; and (iv) teacher proficiency in facilitating student learning with technology.*
2. *The District shall assess the technology in each school site biannually using the TCI.*

II. EXECUTIVE SUMMARY

Tucson Unified School District owns and maintains approximately 16,500 computing devices deployed in classrooms and labs at 93 campuses. In February 2013, the federal court approved the Unitary Status Plan that mandates the school district to develop a Technology Conditions Index (TCI) that includes, at minimum: student access to computers and other learning devices, the location of computers and other learning devices, availability of wireless and broadband Internet in schools, availability of research-based educational software or courseware, and teacher proficiency in facilitating student learning with technology.

In order to determine technology conditions, the District will collect and analyze existing data from various files and databases, which contain hardware/software information and are updated on an ongoing basis. The District will conduct a survey of teachers and administrators to collect software and teacher proficiency data. The District will categorize the collected data into ten major technology categories and compare these to the District’s technology standards. The District will compile the data for each category, formulating a weighted composite score for each school.

III. DEFINITIONS (See Appendix A)

Arizona Technology Comfort Measure (“TCM”) – A thirty-five-question technology integration self-assessment for teachers.

Technology Conditions Index (“TCI”) – A tool used to develop a composite score for each school after rating the condition of the technology, the availability of instructional software, and a teacher’s proficiency in facilitating student learning with technology along multiple dimensions.

Arizona Technology Integration Matrix (“TIM”) – A tool used to assist teachers and other educators in assessing the current level of technology integration that is occurring within a classroom.

Arizona Technology Integration Matrix Observation Tool (“TIM - O”) – A tool for guiding principals, teachers, and others through the process of evaluating the level of technology integration within a particular classroom.

Teacher software survey – A survey completed by teachers to capture instructional software data with respect to title, student audience, and frequency of use.

IV. TCI PROCESS

Prior to the beginning of each academic school year, Technology Services will import hardware/software inventories, network infrastructure data, and teacher software survey data* into the TCI instrument. During the first quarter of each academic school year, teachers will complete the TCM and the data will be aligned with the TIM to produce a weighted proficiency score for each teacher. The TCI will then aggregate these data sets and produce an index score for each school. The District will analyze this data and a District average will be calculated. The District average will be used as the standard against which individual schools will be assessed to identify any deficiencies and will be used in the creation/modification of the District’s Strategic Technology and Professional Development Plans, with priority given to Racially Concentrated Schools identified by the USP. During the fourth quarter Technology Services will repeat the process prior to the end of the academic school year to capture the District’s efforts as directed by the initial TCI assessment.

In the future, the District will incorporate the TIM-O into the TCI and the District’s Professional Development Plan to better gauge a teacher’s proficiency with facilitating learning using technology.

*The teacher software survey will be administered every two years, unless significant changes are made, or required, by the District or the Arizona Department of Education. The survey measures software titles used by teachers in instruction and presentation, frequency of use, and student target audience. The alignment of instructional software to standardized curriculum is an ongoing process involving centralized procurement and curriculum development. Software

changes that result from this process will occur on an annual or biennial basis; therefore it is not informative to conduct the survey at a higher frequency than every two years.

V. TCI SCORING

Hardware/Software inventory

The TCI utilizes a rating scale of 0 - 5 to establish the condition of technology. The following provides an overview of the ranking standards:

Excellent Condition = 5

Technology rated at 5 is new or equivalent to today's new technology. The hardware is the latest offered by the manufacturer, with the latest available firmware updates. It is fully compatible with any anticipated upgrades to TUSD technology and network environment. All accessories are present and in new condition. The newest versions of the software are installed, with all available updates. Every aspect is completely safe and ergonomically ideal. The technology fully supports and enhances the educational mission.

Good Condition = 4

Technology rated at 4 has been properly maintained and updated in better-than-average condition. The hardware is under warranty, within the manufacturer's current life cycle, and fully compatible with the current TUSD technology and network environment. Accessories are available and in good condition. The software has all available updates installed. Every aspect is safe and ergonomic. The technology supports and enhances the educational mission.

Acceptable Condition = 3

Technology rated at 3 has had proper preventative maintenance and attention to work orders keeps it in acceptable condition. The hardware is compatible with essential TUSD technology and network environment. It is supportable, with replacement parts available from the manufacturer. Accessories are available. The software works and is relevant. Any safety and/or ergonomic issues are very minor. The technology supports the educational mission.

Fair Condition = 2

Technology rated at 2 is usable; however, it is at the end of its life. The hardware may have some incompatibilities with the TUSD technology and network environment. It is supportable but may require third-party replacement parts after the warranty expires. Accessories are missing or in short supply. The software may have some incompatibilities and may not be relevant in today's market. Any safety and/or ergonomic issues are moderate and can be worked around. The technology has minimal impact on the educational mission.

Poor Condition = 1

Technology rated at 1 has not been maintained, or has aged so that replacement should be considered. The hardware and software are incompatible and irrelevant in today's market. Hardware parts are expensive or not available at all. Accessories are missing. Software updates are not available. Significant safety and/or ergonomic issues may exist, but can still

be worked around. The technology presents challenges to accomplishing the educational mission.

Broken or Unsafe = 0

Technology rated at 0 does not function, is unsafe, and/or is ergonomically unacceptable. Repair/workaround is not possible. The technology prevents the educational mission.

Teacher Software Survey

The TCI utilizes a rating scale of 1 - 5 to weight the frequency of use of instructional/presentation software. The following provides an overview of the ranking standards:

Excellent Frequency = 5

The results of the teacher software survey indicate that instructional/presentation software is used daily and greatly enhances teaching and learning.

Good Frequency = 4

The results of the teacher software survey indicate instructional/presentation software is used weekly and enhances teaching and learning.

Acceptable Frequency = 3

The results of the teacher software survey indicate instructional/presentation software is used occasionally, but minimally enhances teaching and learning.

Fair Frequency = 2

The results of the teacher software survey indicate instructional/presentation software is used monthly, but does not enhance teaching and learning.

Poor Frequency= 1

The results of the teacher software survey indicate instructional/presentation software is used only once or twice every semester and detracts from teaching and learning.

Technology Comfort Measure

The TCI utilizes a rating scale of *Very High Proficiency* to *Very Low Proficiency* to weight a teacher's proficiency in facilitating student learning with technology.

Very High Proficiency = 5

Results of the TCM identify the level of integration as INFUSION or TRANSFORMATION in at least 3 of the 5 characteristics of the learning environment as defined in the TIM.

High Proficiency = 4

Results of the TCM identify the level of integration as ADAPTATION (or higher) in at least 3 of the 5 characteristics of the learning environment as defined in the TIM.

Medium Proficiency = 3

Results of the TCM identify the level of integration as ADOPTION (or higher) in at least 3 of the 5 characteristics of the learning environment as defined in the TIM.

Low Proficiency = 2

Results of the TCM identify the level of integration as ENTRY (of higher) in at least 3 of the 5 characteristics of the learning environment as defined in the TIM.

Very Low Proficiency = 1

Results of the TCM do not identify the level of integration as ENTRY in at least 3 of the 5 characteristics of the learning environment as defined in the TIM.

TCI TEAM AND DATA SOURCES

The TCI tool is being developed by a committee consisting of a Data Analyst/Programmer, Unitary Status Plan Project Manager, and Acting Director of Instructional Technology; with oversight by the Deputy Superintendent of Operations, Chief Information Officer, Director of Desegregation, and Senior Program Coordinator of Desegregation.

Hardware inventory data is imported from various data sources maintained by a Systems Installation Coordinator, who oversees technology asset management; in conjunction with the District's platform for automated technology asset management. Operating system, office productivity and browser software inventory data is imported from the asset management platform. Instructional/presentation software data and teacher proficiency data are confirmed using an annual survey of certificated staff and administrators at each campus.

The TCI provides a composite score for each school. The District will determine the appropriate weighted contribution of each item to its dimension as well as the weights of each dimension in the overall TCI.

APPENDIX A

Arizona Technology Comfort Measure ("TCM") - A thirty-five-question self-assessment for teachers. The TCM presents teachers with a series of pairs of photographs depicting different ways of using technology in the classroom. For each pair, the teacher is asked to choose the scenario with which he or she is most comfortable. Each photograph depicts a different level and characteristic of integration as described by the Technology Integration

Matrix (TIM). After completion, the teacher is presented with an approximate profile in terms of the TIM and suggestions for professional development.

Arizona TIM

Comfort Measure



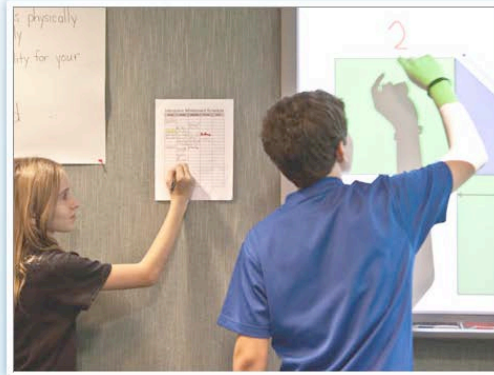
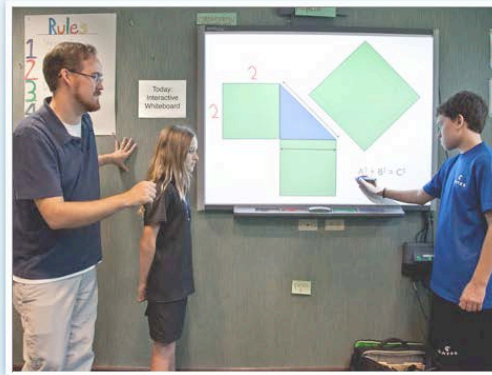
Instructions: Choose the image with which you are most comfortable. Once you select an image, the next set of images will automatically appear.



Time's up — please make your selection.

Arizona TIM

Comfort Measure



Instructions: Choose the image with which you are most comfortable. Once you select an image, the next set of images will automatically appear.



Time's up — please make your selection.

Arizona TIM

Comfort Measure



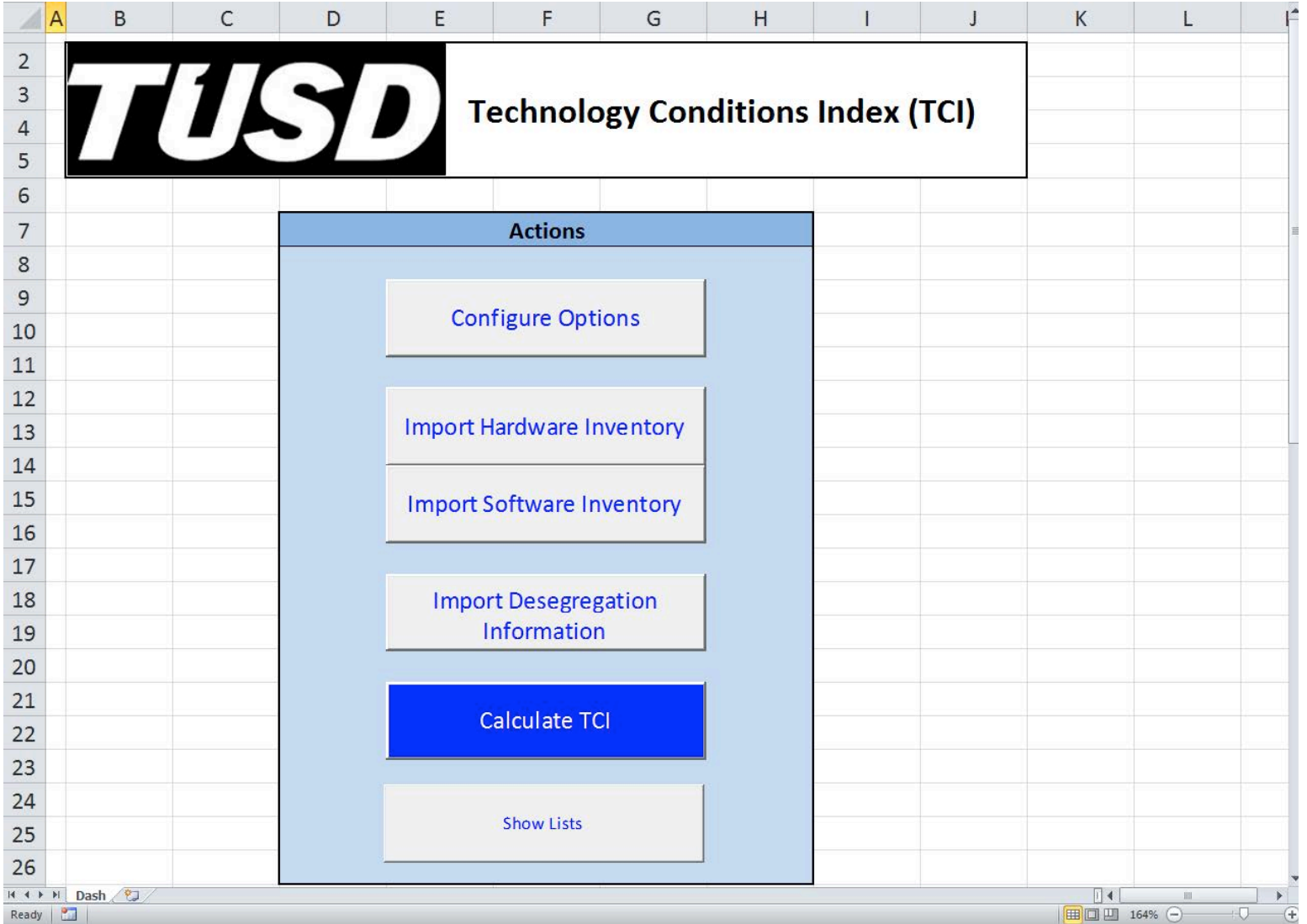
Instructions: Choose the image with which you are most comfortable. Once you select an image, the next set of images will automatically appear.



Time's up — please make your selection.

Technology Conditions Index (“TCI”) – A tool used to develop a composite score for each school after rating the condition of the technology, the availability of instructional software, and a teacher’s proficiency in facilitating student learning with technology along multiple dimensions.

[This page shows the main User Interface for the TCI application.]



[This page shows the overall breakdown of the TCI in each school.]

[User Interface explanations appear below.]

	A	B	C	D	E	F	G	H	I	J
1		TUSD		Classroom		Overall TCI	Integration			
2		February 1, 2014	Server TCI	TCI	Lab TCI	100%				
3		DISTRICT Total	2.76	2.76	2.76	2.76		Hide Report		
4	ELEMENTARY	ANDERSON ES	3.59	3.59	3.59	3.59	Integrated			
5		BAILEY ES	2.43	2.43	2.43	2.43	Integrated			
6		BELL ES	2.64	2.64	2.64	2.64	Neutral			
7		BENNETT ES	2.19	2.19	2.19	2.19	Racially Concentrated			
8		CARTER ES	3.24	3.24	3.24	3.24	Neutral			
9		COLLINS MAGNET ES	3.11	3.11	3.11	3.11	Integrated			
10		COOK ES	3.04	3.04	3.04	3.04	Racially Concentrated			
11		COOPER ES	2.92	2.92	2.92	2.92	Racially Concentrated			
12		COX ES	3.16	3.16	3.16	3.16	Neutral			
13		CRUZ ES	2.54	2.54	2.54	2.54	Integrated			
14		DAVIS ES	3.59	3.59	3.59	3.59	Integrated			
15		DIAZ ES	2.41	2.41	2.41	2.41	Racially Concentrated			
16		EDWARDS ES	3.03	3.03	3.03	3.03	Neutral			
17		FLORES ES	2.40	2.40	2.40	2.40	Integrated			
18		FOSTER ES	2.75	2.75	2.75	2.75	Integrated			
19		GOMEZ ES	2.41	2.41	2.41	2.41	Neutral			
20		GRAY ES	2.54	2.54	2.54	2.54	Neutral			
21		GREEN ES	2.58	2.58	2.58	2.58	Racially Concentrated			
22		HUGHES ES	3.16	3.16	3.16	3.16	Neutral			
23		JAMES ES					Concentrated			
24		KELLY/HOWARD ES					ed			
25		LEE ES					ed			
26		LONG MAGNET ES								

THIS DATA IS FOR DEMONSTRATION PURPOSES ONLY

Double-clicking in the School Name column will bring up a report for that school.

Double-clicking in the Server, Classroom, or Lab TCI column will bring up the respective supporting page to show how that component of the TCI was calculated.

Double-clicking in the Integration column will bring up the Integration page to show how the integration status was calculated.

Integration information is included to help fulfill USP IX.B.3: "...priority given ... to Racially Concentrated schools that score below the District average on the TCI."

[This page shows the details of the TCI for one school; including Servers, Classrooms, and Labs.]

WATSON ES			
Technology Conditions Index (TCI)		Hide Report	
Effective February 1, 2014 9:15 am			
Composite TCI Score		2.5	
Integration Status		Integrated	
Number of Students		365	
Servers			
Servers			Rating (0 to 5)
Count	3		
Models			2.5
Monitors			2.5
Software			2.5
Networking			2.5
Safety			2.5
Ergonomics			2.5
Servers Score			2.5
Classroom			
Desktops			Rating (0 to 5)
Count	120		
Students per Device	3		2.5

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[This page shows the breakdown of the TCI for the servers in each school.]

[User Interface explanations appear below.]

	A	B	C	D	E	F	G	H	I	J	K	L
1		TUSD							Server TCI			
2		February 1, 2014	17%	17%	17%	17%	16%	16%	100%	Hide Report		
3		ANDERSON ES	3.00	3.90	3.00	3.00	3.90	3.00	3.30			
4	Y	BAILEY ES	1.00	3.70	1.00	1.00	3.70	1.00	1.89			
5	E	BELL ES	3.00	3.25	1.00	1.00	3.25	3.00	2.40			
6	L	BENNETT ES	2.00	3.00	1.00	1.00	3.00	2.00	1.99			
7	E	CARTER ES	4.00	2.45	4.00	4.00	2.45	4.00	3.49			
8	M	COLLINS MAGNET ES	3.00	4.00	3.00	3.00	4.00	3.00	3.33			
9	E	COOK ES	3.00	3.60	3.00	3.00	3.60	3.00	3.20			
10	L	COOPER ES	3.00	3.42	3.00	3.00	3.42	3.00	3.14			
11	E	COX ES	3.00	3.00	4.00	4.00	3.00	3.00	3.34			
12	Y	CRUZ ES	3.00	3.00	1.00	1.00	3.00	3.00	2.32			
13	E	DAVIS ES	3.00	5.00	3.00	3.00	5.00	3.00	3.66			
14	L	DIAZ ES	1.00	3.00	3.00	3.00	3.00	1.00	2.34			
15	E	EDWARDS ES	3.00	3.65	2.00	2.00	3.65	3.00	2.87			
16	M	FLORES ES	2.00	3.00	1.00	1.00	3.00	2.00	1.99			
17	E	FOSTER ES	4.00	3.00	2.00	2.00	3.00	4.00	2.99			
18	L	GOMEZ ES	2.00	3.00	1.00	1.00	3.00	2.00	1.99			
19	E	GRAY ES	3.00	2.75	1.00	1.00	2.75	3.00	2.24			
20	M	GREEN ES	3.00	3.00	2.00	2.00	3.00	3.00	2.66			
21	E	HUGHES ES	3.00	4.00	3.00	3.00	4.00	3.00	3.33			
22	L	JAMES ES						2.00	1.91			
23	E	KELLY/HOWARD ES						3.00	2.49			
24	M	LEE ES						3.00	2.40			
25	E	LONG MAGNET ES	3.00	3.25	3.00	3.00	3.25	3.00	3.08			
26	L	MARTIN MAGNET ES	3.00	5.00	3.00	3.00	5.00	3.00	3.66			
27	E	MORALES ES	3.00	1.75	4.00	4.00	1.75	3.00	2.93			
28	M	MORGAN ES	3.00	3.00	1.00	1.00	3.00	3.00	2.32			

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Double-clicking in the School Name column will bring up a report for that school.

Double-clicking on any of the numbers in columns C to H will bring up the supporting page for that column of data (Models, Monitors, and so on) to show how the score was calculated.

[This page shows the breakdown of the TCI for the classrooms in each school.]

[User Interface explanations appear below.]

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1		TUSD	Desktops	Laptops	Tablets	Printers Scanners	Whiteboards	Response Systems	Projectors	Multimedia	Setup	Broadband Internet	Wireless Networking	Software	Classroom TCI	Hide Report
2		February 1, 2014	9%	9%	9%	8%	8%	8%	8%	8%	8%	8%	8%	9%	100%	
3		ANDERSON ES	3.90	3.00	3.00	3.90	3.00	3.00	3.90	4.00	3.00	3.00	3.50	3.00	3.11	
4	Y	BAILEY ES	3.70	1.00	1.00	3.70	1.00	1.00	3.70	3.00	1.00	1.00	2.75	1.00	1.90	
5		BELL ES	3.25	3.00	1.00	3.25	3.00	1.00	3.25	3.00	3.00	3.00	2.75	1.00	2.28	
6		BENNETT ES	3.00	2.00	1.00	3.00	2.00	1.00	3.00	2.00	2.00	2.00	2.50	1.00	1.87	
7		CARTER ES	2.45	4.00	4.00	2.45	4.00	4.00	2.45	3.00	4.00	4.00	1.50	4.00	3.01	
8		COLLINS MAGNET ES	4.00	3.00	3.00	4.00	3.00	3.00	4.00	3.00	3.00	3.00	2.50	3.00	2.97	
9		COOK ES	3.60	3.00	3.00	3.60	3.00	3.00	3.60	3.00	3.00	3.00	2.25	3.00	2.85	
10		COOPER ES	3.42	3.00	3.00	3.42	3.00	3.00	3.42	3.00	3.00	3.00	2.50	3.00	2.83	
11		COX ES	3.00	3.00	4.00	3.00	3.00	4.00	3.00	3.00	3.00	3.00	2.50	4.00	2.98	
12		CRUZ ES	3.00	3.00	1.00	3.00	3.00	1.00	3.00	3.00	3.00	3.00	2.25	1.00	2.18	
13		DAVIS ES	5.00	3.00	3.00	5.00	3.00	3.00	5.00	3.00	3.00	3.00	3.25	3.00	3.28	
14		DIAZ ES	3.00	1.00	3.00	3.00	1.00	3.00	3.00	2.00	1.00	1.00	2.25	3.00	2.12	
15		EDWARDS ES	3.65	3.00	2.00	3.65	3.00	2.00	3.65	3.00	3.00	3.00	2.25	2.00	2.60	
16		FLORES ES	3.00	2.00	1.00	3.00	2.00	1.00	3.00	3.00	2.00	2.00	2.50	1.00	1.95	
17		FOSTER ES	3.00	4.00	2.00	3.00	4.00	2.00	3.00	2.00	4.00	4.00	2.50	2.00	2.63	
18		GOMEZ ES	3.00	2.00	1.00	3.00	2.00	1.00	3.00	3.00	2.00	2.00	2.25	1.00	1.93	
19		GRAY ES	2.75	3.00	1.00	2.75	3.00	1.00	2.75	3.00	3.00	3.00	2.50	1.00	2.14	
20		GREEN ES	3.00	3.00	2.00	3.00	3.00	2.00	3.00	2.00	3.00	3.00	2.50	2.00	2.38	
21		HUGHES ES	4.00	3.00	3.00	4.00	3.00	3.00	4.00	3.00	3.00	3.00	2.50	3.00	2.97	
22		JAMES ES	2.75	2.00	1.00	2.75	2.00	1.00	2.75	2.00	2.00	2.00	2.00	1.00	1.85	
23		KELLY/HOWARD ES	3.50	3.00	1.00	3.50	3.00	1.00	3.50	3.00	3.00	3.00	2.25	1.00	2.31	
24		LEE ES	3.25	3.00	1.00	3.25	3.00	1.00	3.25	3.00	3.00	3.00	2.50	1.00	2.26	
25		LONG MAGNET ES	3.25	3.00	3.00	3.25	3.00	3.00	3.25	3.00	3.00	3.00	2.50	3.00	2.78	
26		MARTIN MAGNET ES	5.00	3.00	3.00	5.00	3.00	3.00	5.00	3.00	3.00	3.00	2.25	3.00	3.20	
27		MORALES ES	1.75	3.00	4.00	1.75	3.00	4.00	1.75	3.00	3.00	3.00	2.25	4.00	2.65	
28		MORGAN ES	3.00	3.00	1.00	3.00	3.00	1.00	3.00	3.00	3.00	3.00	2.50	1.00	2.20	
29		MORRIS ES	3.25	3.00	1.00	3.25	3.00	1.00	3.25	3.00	3.00	3.00	2.25	1.00	2.24	
30		MURPHY ES	3.25	2.00	1.00	3.25	2.00	1.00	3.25	2.00	2.00	2.00	2.75	1.00	1.95	
31		MYERS ES	2.75	3.00	3.00	2.75	3.00	3.00	2.75	3.00	3.00	3.00	2.75	3.00	2.68	
32		NGUYEN ES	3.25	3.00	3.00	3.25	3.00	3.00	3.25	3.00	3.00	3.00	2.50	3.00	2.78	
33		PETERSON ES	3.00	2.00	3.00	3.00	2.00	3.00	3.00	2.00	2.00	2.00	2.25	3.00	2.37	
34		POWELL ES	3.00	4.00	4.00	3.00	4.00	4.00	3.00	3.00	4.00	4.00	2.25	4.00	3.21	
35		PRICE ES	3.00	1.00	3.00	3.00	1.00	3.00	3.00	3.00	1.00	1.00	2.75	3.00	2.24	
36		RAMIREZ ES	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	2.75	3.00	2.74	
37		REED ES	3.00	1.00	1.00	3.00	1.00	1.00	3.00	3.00	1.00	1.00	2.00	1.00	1.66	
38		REYES ES	3.15	3.00	3.00	3.15	3.00	3.00	3.15	3.00	3.00	3.00	2.00	3.00	2.80	

**THIS DATA IS FOR
DEMONSTRATION PURPOSES ONLY**

Double-clicking in the School Name column will bring up a report for that

Double-clicking on any of the numbers in columns C to N will bring up the supporting page for that column of data (Desktops, Laptops, and so on) to show how the score was calculated.

[This page shows the breakdown of the TCI for desktop computers in the classrooms in each school.]

[User Interface explanations appear below.]

	A	B	C	D	E	F	G	H	I	J	K	L
1		TUSD	Students per Device	Models	Monitor(s)	Software	Networking	Safety	Ergonomics	Desktop TCI		
2		February 1, 2014	14%	15%	15%	14%	14%	14%	14%	100%	Hide Report	
3		ANDERSON ES	3.00	3.00	3.90	3.00	3.00	3.90	3.00	2.84		
4	Y	BAILEY ES	1.00	1.00	3.70	1.00	1.00	3.70	1.00	1.64		
5	E	BELL ES	1.00	3.00	3.25	1.00	1.00	3.25	3.00	2.09		
6	L	BENNETT ES	1.00	2.00	3.00	1.00	1.00	3.00	2.00	1.73		
7	E	CARTER ES	4.00	4.00	2.45	4.00	4.00	2.45	4.00	2.99		
8	L	COLLINS MAGNET ES	3.00	3.00	4.00	3.00	3.00	4.00	3.00	2.87		
9	E	COOK ES	3.00	3.00	3.60	3.00	3.00	3.60	3.00	2.75		
10	L	COOPER ES	3.00	3.00	3.42	3.00	3.00	3.42	3.00	2.70		
11	E	COX ES	4.00	3.00	3.00	4.00	4.00	3.00	3.00	2.86		
12	L	CRUZ ES	1.00	3.00	3.00	1.00	1.00	3.00	3.00	2.02		
13	E	DAVIS ES	3.00	3.00	5.00	3.00	3.00	5.00	3.00	3.16		
14	L	DIAZ ES	3.00	1.00	3.00	3.00	3.00	3.00	1.00	2.00		
15	E	EDWARDS ES	2.00	3.00	3.65	2.00	2.00	3.65	3.00	2.49		
16	L	FLORES ES	1.00	2.00	3.00	1.00	1.00	3.00	2.00	1.73		
17	E	FOSTER ES	2.00	4.00	3.00	2.00	2.00	3.00	4.00	2.59		
18	L	GOMEZ ES	1.00	2.00	3.00	1.00	1.00	3.00	2.00	1.73		
19	E	GRAY ES	1.00	3.00	2.75	1.00	1.00	2.75	3.00	1.95		
20	L	GREEN ES	2.00	3.00	3.00	2.00	2.00	3.00	3.00	2.30		
21	E	HUGHES ES	3.00	3.00	4.00	3.00	3.00	4.00	3.00	2.87		
22	L	JAMES ES						2.75	2.00	1.66		
23	E	KELLY/HOWARD ES						3.50	3.00	2.17		
24	L	LEE ES						3.25	3.00	2.09		
25	E	LONG MAGNET ES	3.00	3.00	3.25	3.00	3.00	3.25	3.00	2.65		
26	L	MARTIN MAGNET ES	3.00	3.00	5.00	3.00	3.00	5.00	3.00	3.16		
27	E	MORALES ES	4.00	3.00	1.75	4.00	4.00	1.75	3.00	2.50		
28	L	MORGAN ES	1.00	3.00	3.00	1.00	1.00	3.00	3.00	2.02		

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Double-clicking in the School Name column will bring up a report for that school.

Double-clicking on any of the numbers in columns C to I will bring up the supporting page for that column of data (Models, Monitors, and so on) to show how the score was calculated.

[This page shows the breakdown of the TCI for laptop computers in the classrooms in each school.]

[User Interface explanations appear below.]

A	B	C	D	E	F	G	H	I	J	K	L	
1	TUSD	Students per Device	Models	Monitor(s)	Software	Networking	Safety	Ergonomics	Laptop TCI			
2	February 1, 2014	14%	15%	15%	14%	14%	14%	14%	100%	Hide Report		
3	ANDERSON ES	3.00	3.00	3.90	3.00	3.00	3.90	3.00	2.84			
4	BAILEY ES	1.00	1.00	3.70	1.00	1.00	3.70	1.00	1.64			
5	BELL ES	1.00	3.00	3.25	1.00	1.00	3.25	3.00	2.09			
6	BENNETT ES	1.00	2.00	3.00	1.00	1.00	3.00	2.00	1.73			
7	CARTER ES	4.00	4.00	2.45	4.00	4.00	2.45	4.00	2.99			
8	COLLINS MAGNET ES	3.00	3.00	4.00	3.00	3.00	4.00	3.00	2.87			
9	COOK ES	3.00	3.00	3.60	3.00	3.00	3.60	3.00	2.75			
10	COOPER ES	3.00	3.00	3.42	3.00	3.00	3.42	3.00	2.70			
11	COX ES	4.00	3.00	3.00	4.00	4.00	3.00	3.00	2.86			
12	CRUZ ES	1.00	3.00	3.00	1.00	1.00	3.00	3.00	2.02			
13	DAVIS ES	3.00	3.00	5.00	3.00	3.00	5.00	3.00	3.16			
14	DIAZ ES	3.00	1.00	3.00	3.00	3.00	3.00	1.00	2.00			
15	EDWARDS ES	2.00	3.00	3.65	2.00	2.00	3.65	3.00	2.49			
16	FLORES ES	1.00	2.00	3.00	1.00	1.00	3.00	2.00	1.73			
17	FOSTER ES	2.00	4.00	3.00	2.00	2.00	3.00	4.00	2.59			
18	GOMEZ ES	1.00	2.00	3.00	1.00	1.00	3.00	2.00	1.73			
19	GRAY ES	1.00	3.00	2.75	1.00	1.00	2.75	3.00	1.95			
20	GREEN ES	2.00	3.00	3.00	2.00	2.00	3.00	3.00	2.30			
21	HUGHES ES	3.00	3.00	4.00	3.00	3.00	4.00	3.00	2.87			
22	JAMES ES	THIS DATA IS FOR DEMONSTRATION PURPOSES ONLY						.75	2.00	1.66		
23	KELLY/HOWARD ES							.50	3.00	2.17		
24	LEE ES							.25	3.00	2.09		
25	LONG MAGNET ES	3.00	3.00	3.25	3.00	3.00	3.25	3.00	2.65			
26	MARTIN MAGNET ES	3.00	3.00	5.00	3.00	3.00	5.00	3.00	3.16			
27	MORALES ES	4.00	3.00	1.75	4.00	4.00	1.75	3.00	2.50			
28	MORGAN ES	1.00	3.00	3.00	1.00	1.00	3.00	3.00	2.02			

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Double-clicking on any of the numbers in columns C to I will bring up the supporting page for that column of data (Models, Monitors, and so on) to show how the score was calculated.

[This page shows the breakdown of the TCI for tablet computers in the classrooms in each school.]

[User Interface explanations appear below.]

	A	B	C	D	E	F	G	H	I	J	K	L	
1		TUSD	Students per Device	Models	Monitor(s)	Software	Networking	Safety	Ergonomics	Tablet TCI			
2		February 1, 2014	14%	15%	15%	14%	14%	14%	14%	100%		Hide Report	
3		ANDERSON ES	3.00	3.00	3.90	3.00	3.00	3.90	3.00	2.84			
4	ELEMENTARY	BAILEY ES	1.00	1.00	3.70	1.00	1.00	3.70	1.00	1.64			
5		BELL ES	1.00	3.00	3.25	1.00	1.00	3.25	3.00	2.09			
6		BENNETT ES	1.00	2.00	3.00	1.00	1.00	3.00	2.00	1.73			
7		CARTER ES	4.00	4.00	2.45	4.00	4.00	2.45	4.00	2.99			
8		COLLINS MAGNET ES	3.00	3.00	4.00	3.00	3.00	4.00	3.00	2.87			
9		COOK ES	3.00	3.00	3.60	3.00	3.00	3.60	3.00	2.75			
10		COOPER ES	3.00	3.00	3.42	3.00	3.00	3.42	3.00	2.70			
11		COX ES	4.00	3.00	3.00	4.00	4.00	3.00	3.00	2.86			
12		CRUZ ES	1.00	3.00	3.00	1.00	1.00	3.00	3.00	2.02			
13		DAVIS ES	3.00	3.00	5.00	3.00	3.00	5.00	3.00	3.16			
14		DIAZ ES	3.00	1.00	3.00	3.00	3.00	3.00	1.00	2.00			
15		EDWARDS ES	2.00	3.00	3.65	2.00	2.00	3.65	3.00	2.49			
16		FLORES ES	1.00	2.00	3.00	1.00	1.00	3.00	2.00	1.73			
17		FOSTER ES	2.00	4.00	3.00	2.00	2.00	3.00	4.00	2.59			
18		GOMEZ ES	1.00	2.00	3.00	1.00	1.00	3.00	2.00	1.73			
19		GRAY ES	1.00	3.00	2.75	1.00	1.00	2.75	3.00	1.95			
20		GREEN ES	2.00	3.00	3.00	2.00	2.00	3.00	3.00	2.30			
21		HUGHES ES	3.00	3.00	4.00	3.00	3.00	4.00	3.00	2.87			
22		JAMES ES							.75	2.00	1.66		
23		KELLY/HOWARD ES							.50	3.00	2.17		
24		LEE ES							.25	3.00	2.09		
25		LONG MAGNET ES	3.00	3.00	3.25	3.00	3.00	3.25	3.00	2.65			
26		MARTIN MAGNET ES	3.00	3.00	5.00	3.00	3.00	5.00	3.00	3.16			
27		MORALES ES	4.00	3.00	1.75	4.00	4.00	1.75	3.00	2.50			
28		MORGAN ES	1.00	3.00	3.00	1.00	1.00	3.00	3.00	2.02			

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[This page shows the breakdown of the TCI for the labs in each school.]

[User Interface explanations appear below.]

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1		TUSD	Desktops	Laptops	Tablets	Printers Scanners	Whiteboards	Response Systems	Projectors	Multimedia	Setup	Broadband Internet	Wireless Networking	Software	Lab TCI	Hide Report
2		February 1, 2014	9%	9%	9%	8%	8%	8%	8%	8%	8%	8%	8%	9%	100%	
3		ANDERSON ES	3.90	3.00	3.00	3.90	3.00	3.00	3.90	4.00	3.00	3.00	3.50	3.00	3.35	
4		BAILEY ES	3.70	1.00	1.00	3.70	1.00	1.00	3.70	3.00	1.00	1.00	2.75	1.00	1.98	
5		BELL ES	3.25	3.00	1.00	3.25	3.00	1.00	3.25	3.00	3.00	3.00	2.75	1.00	2.52	
6		BENNETT ES	3.00	2.00	1.00	3.00	2.00	1.00	3.00	2.00	2.00	2.00	2.50	1.00	2.03	
7		CARTER ES	2.45	4.00	4.00	2.45	4.00	4.00	2.45	3.00	4.00	4.00	1.50	4.00	3.33	
8		COLLINS MAGNET ES	4.00	3.00	3.00	4.00	3.00	3.00	4.00	3.00	3.00	3.00	2.50	3.00	3.21	
9		COOK ES	3.60	3.00	3.00	3.60	3.00	3.00	3.60	3.00	3.00	3.00	2.25	3.00	3.09	
10		COOPER ES	3.42	3.00	3.00	3.42	3.00	3.00	3.42	3.00	3.00	3.00	2.50	3.00	3.07	
11		COX ES	3.00	3.00	4.00	3.00	3.00	4.00	3.00	3.00	3.00	3.00	2.50	4.00	3.22	
12		CRUZ ES	3.00	3.00	1.00	3.00	3.00	1.00	3.00	3.00	3.00	3.00	2.25	1.00	2.42	
13		DAVIS ES	5.00	3.00	3.00	5.00	3.00	3.00	5.00	3.00	3.00	3.00	3.25	3.00	3.52	
14		DIAZ ES	3.00	1.00	3.00	3.00	1.00	3.00	3.00	2.00	1.00	1.00	2.25	3.00	2.20	
15		EDWARDS ES	3.65	3.00	2.00	3.65	3.00	2.00	3.65	3.00	3.00	3.00	2.25	2.00	2.84	
16		FLORES ES	3.00	2.00	1.00	3.00	2.00	1.00	3.00	3.00	2.00	2.00	2.50	1.00	2.11	
17		FOSTER ES	3.00	4.00	2.00	3.00	4.00	2.00	3.00	2.00	4.00	4.00	2.50	2.00	2.95	
18		GOMEZ ES	3.00	2.00	1.00	3.00	2.00	1.00	3.00	3.00	2.00	2.00	2.25	1.00	2.09	
19		GRAY ES	2.75	3.00	1.00	2.75	3.00	1.00	2.75	3.00	3.00	3.00	2.50	1.00	2.38	
20		GREEN ES	3.00	3.00	2.00	3.00	3.00	2.00	3.00	2.00	3.00	3.00	2.50	2.00	2.62	
21		HUGHES ES	4.00	3.00	3.00	4.00	3.00	3.00	4.00	3.00	3.00	3.00	2.50	3.00	3.21	
22		JAMES ES	2.75	2.00	1.00	2.75	2.00	1.00	2.75	2.00	2.00	2.00	2.00	1.00	2.01	
23		KELLY/HOWARD ES	3.50	3.00	1.00	3.50	3.00	1.00	3.50	3.00	3.00	3.00	2.25	1.00	2.55	
24		LEE ES	3.25	3.00	1.00	3.25	3.00	1.00	3.25	3.00	3.00	3.00	2.50	1.00	2.50	
25		LONG MAGNET ES	3.25	3.00	3.00	3.25	3.00	3.00	3.25	3.00	3.00	3.00	2.50	3.00	3.02	
26		MARTIN MAGNET ES	5.00	3.00	3.00	5.00	3.00	3.00	5.00	3.00	3.00	3.00	2.25	3.00	3.44	
27		MORALES ES	1.75	3.00	4.00	1.75	3.00	4.00	1.75	3.00	3.00	3.00	2.25	4.00	2.89	
28		MORGAN ES	3.00	3.00	1.00	3.00	3.00	1.00	3.00	3.00	3.00	3.00	2.50	1.00	2.44	
29		MORRIS ES	3.25	3.00	1.00	3.25	3.00	1.00	3.25	3.00	3.00	3.00	2.25	1.00	2.48	
30		MURPHY ES	3.25	2.00	1.00	3.25	2.00	1.00	3.25	2.00	2.00	2.00	2.75	1.00	2.11	
31		MYERS ES	2.75	3.00	3.00	2.75	3.00	3.00	2.75	3.00	3.00	3.00	2.75	3.00	2.92	
32		NGUYEN ES	3.25	3.00	3.00	3.25	3.00	3.00	3.25	3.00	3.00	3.00	2.50	3.00	3.02	
33		PETERSON ES	3.00	2.00	3.00	3.00	2.00	3.00	3.00	2.00	2.00	2.00	2.25	3.00	2.53	
34		POWELL ES	3.00	4.00	4.00	3.00	4.00	4.00	3.00	3.00	4.00	4.00	2.25	4.00	3.53	
35		PRICE ES	3.00	1.00	3.00	3.00	1.00	3.00	3.00	3.00	1.00	1.00	2.75	3.00	2.32	
36		RAMIREZ ES	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	2.75	3.00	2.98	

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Double-clicking on any of the numbers in columns C to N will bring up the supporting page for that column of data (Desktops, Laptops, and so on) to show how the score was calculated.

[This page shows the supporting information for the integration status of each school.]

[User Interface explanations appear below.]

TUSD		White		African American		Hispanic/ Latino		Native American		Asian/Pacific Islander		Multi-Racial		TOTAL	Integration	Hide Report
February 1, 2014		N	%	N	%	N	%	N	%	N	%	N	%	N		
3	ANDERSON ES	105	29%	7	2%	241	66%	9	2%	2	1%	1	0%	365	Integrated	
4	BAILEY ES	106	21%	68	14%	244	49%	20	4%	29	6%	29	6%	496	Integrated	
5	BELL ES	157	40%	29	7%	163	41%	11	3%	6	2%	27	7%	393	Neutral	
6	BENNETT ES	59	14%	23	5%	329	75%	5	1%	8	2%	12	3%	436	Racially Concentrated	
7	CARTER ES	265	55%	37	8%	117	24%	0	0%	14	3%	47	10%	480	Neutral	
8	COLLINS MAGNET ES	98	23%	19	5%	261	62%	15	4%	6	1%	20	5%	419	Integrated	
9	COOK ES	12	4%	11	4%	275	90%	6	2%	1	0%	2	1%	307	Racially Concentrated	
10	COOPER ES	10	3%	17	6%	253	88%	4	1%	0	0%	4	1%	288	Racially Concentrated	
11	COX ES	126	59%	6	3%	52	25%	4	2%	7	3%	17	8%	212	Neutral	
12	CRUZ ES	102	29%	30	9%	192	55%	9	3%	1	0%	18	5%	352	Integrated	
13	DAVIS ES	84	25%	30	9%	182	54%	11	3%	13	4%	17	5%	337	Integrated	
14	DIAZ ES	33	9%	6	2%	300	86%	5	1%	0	0%	4	1%	348	Racially Concentrated	
15	EDWARDS ES	97	47%	5	2%	91	44%	1	0%	3	1%	11	5%	208	Neutral	
16	FLORES ES	166	28%	58	10%	293	50%	12	2%	14	2%	43	7%	586	Integrated	
17	FOSTER ES	133	34%	36	9%	195	49%	7	2%	6	2%	20	5%	397	Integrated	
18	GOMEZ ES	259	68%	8	2%	90	24%	0	0%	5	1%	17	4%	379	Neutral	
19	GRAY ES	230	56%	7	2%	137	33%	0	0%	10	2%	29	7%	413	Neutral	
20	GREEN ES	26	4%	7	1%	644	91%	27	4%	3	0%	4	1%	711	Racially Concentrated	
21	HUGHES ES	199	50%	24	6%	148	37%	6	2%	3	1%	15	4%	395	Neutral	
22	JAMES ES	20	8%	31								11	4%	261	Racially Concentrated	
23	KELLY/HOWARD ES	92	26%	33								14	4%	358	Integrated	
24	LEE ES	91	30%	20								14	5%	302	Integrated	
25	LONG MAGNET ES	145	41%	10	3%	157	45%	2	1%	22	6%	15	4%	351	Neutral	
26	MARTIN MAGNET ES	6	2%	6	2%	203	58%	134	38%	0	0%	3	1%	352	Neutral	
27	MORALES ES	260	45%	17	3%	237	41%	15	3%	13	2%	38	7%	580	Neutral	
28	MORGAN ES	202	36%	18	3%	281	51%	8	1%	19	3%	27	5%	555	Integrated	
29	MORRIS ES	20	3%	7	1%	574	93%	10	2%	0	0%	9	1%	620	Racially Concentrated	
30	MURPHY ES	24	6%	7	2%	333	86%	21	5%	1	0%	1	0%	387	Racially Concentrated	
31	MYERS ES	15	5%	6	2%	275	85%	18	6%	6	2%	4	1%	324	Racially Concentrated	
32	NGUYEN ES	135	39%	20	6%	166	48%	2	1%	9	3%	13	4%	345	Neutral	
33	PETERSON ES	37	6%	8	1%	512	84%	44	7%	0	0%	6	1%	607	Racially Concentrated	
34	POWELL ES	3	1%	10	4%	224	88%	16	6%	0	0%	1	0%	254	Racially Concentrated	
35	PRICE ES	53	12%	44	10%	288	67%	16	4%	12	3%	16	4%	429	Integrated	
36	RAMIREZ ES	5	2%	4	2%	192	85%	24	11%	0	0%	2	1%	227	Racially Concentrated	
37	REED ES	30	7%	21	5%	332	79%	31	7%	2	0%	2	0%	418	Racially Concentrated	
38	REYES ES	22	6%	15	4%	214	67%	7	2%	4	1%	4	1%	262	Racially Concentrated	

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Double-clicking in the School Name column will bring up a report for that

Arizona Technology Integration Matrix (“TIM”) - a tool illustrates how teachers can use technology to enhance learning for K-12 students. The TIM incorporates five interdependent characteristics of meaningful learning environments: active, collaborative, constructive, authentic, and goal directed (Jonassen, Howland, Moore, & Marra, 2003). The TIM associates five levels of technology integration (i.e., entry, adoption, adaptation, infusion, and transformation) with each of the five characteristics of meaningful learning environments. Together, the five levels of technology integration and the five characteristics of meaningful learning environments create a matrix of 25 cells.

→ Levels of Technology Integration into the Curriculum

Characteristics of the Learning Environment ↓

Technology Integration Matrix	Entry Teacher uses technology to deliver curriculum content to students.	Adoption Teacher directs students in the conventional use of tool-based software. If such software is available, this level is recommended.	Adaptation Teacher encourages adaptation of tool-based software by allowing students to select and modify a tool to accomplish the task at hand.	Infusion Teacher consistently provides the infusion of technology tools with understanding, applying, analyzing, and evaluating learning tasks.	Transformation Teacher cultivates a rich learning environment, where blending choice of technology tools with student-initiated investigations, discussions, compositions, or projects, across any content area, is promoted.
Active Students are actively engaged in educational activities where technology is a transparent tool used to generate and accomplish objectives and learning.	Active: Entry Students receive content through the use of technology or use technology for drill and practice type activities.	Active: Adoption Students occasionally use specified technology tools to plan or create end products.	Active: Adaptation Students choose or modify the technology-related tools most appropriate for developing learning tasks.	Active: Infusion Students focus on learning tasks, and purposefully combine technology tools to design desired outcomes based on their own ideas.	Active: Transformation Students seamlessly organize the learning tasks and formulate products, discussions, or investigations using any appropriate technologies available.
Collaborative Students use technology tools to collaborate with others.	Collaborative: Entry Students primarily work alone in highly structured activities, using technology.	Collaborative: Adoption Students are allowed the opportunities to utilize collaborative tools in conventional ways.	Collaborative: Adaptation Students have opportunities to select and employ technology tools to facilitate and enhance collaborative work.	Collaborative: Infusion Students select technology tools to facilitate and enhance collaboration in all aspects of their learning.	Collaborative: Transformation Students seamlessly use technology tools to globally collaborate with peers and experts.
Constructive Students use technology to understand content and add meaning to their learning.	Constructive: Entry Technology used to deliver information to students.	Constructive: Adoption Students begin to use constructive technology tools to build upon prior knowledge and construct meaning.	Constructive: Adaptation Students have opportunities to choose and manipulate technology tools to assist them in molding their understanding.	Constructive: Infusion Students make connections with technology tools to construct deeper understanding across disciplines.	Constructive: Transformation Students use technology to construct, share, and publish new knowledge to an appropriate audience.
Authentic Students use technology tools to solve real-world problems meaningful to them, such as digital citizenship.	Authentic: Entry Students use technology to complete assigned activities that are generally unrelated to real-world problems.	Authentic: Adoption Students are allowed opportunities to employ technology tools to connect content-specific activities that are based on real-world problems.	Authentic: Adaptation Students have opportunities to select and utilize the appropriate technology tools and digital resources to solve problems based on real-world issues.	Authentic: Infusion Students select appropriate technology tools to complete authentic tasks across disciplines while modeling digital etiquette and responsible social interactions.	Authentic: Transformation Students participate in meaningful projects that require problem-solving strategies, and facilitate global awareness, through the utilization of technology tools.
Goal Directed Students use technology tools to research data, set goals, plan activities, monitor progress, and evaluate results.	Goal Directed: Entry Students receive directions, guidance, and feedback from technology, rather than using technology tools to set goals, plan activities, monitor	Goal Directed: Adoption From time to time, students have the opportunity to use technology to either plan, monitor, or evaluate an activity.	Goal Directed: Adaptation Students have opportunities to select and modify the use of technology tools to facilitate goal-setting, planning, monitoring, and/or evaluating specific activities.	Goal Directed: Infusion Students use technology tools to set goals, plan activities, monitor progress, and evaluate results throughout the curriculum.	Goal Directed: Transformation Students engage in ongoing metacognitive activities, with reflection or connected purpose, supported by technology tools.

Arizona Technology Integration Matrix Observation Tool (“TIM - O”) – A tool for guiding principals, teachers, and others through the process of evaluating the level of technology integration within a particular classroom. The TIM-O provides the user with a series of easily observable yes/no questions. When completed, the tool indicates a profile for the observed lesson in terms of the Technology Integration Matrix. For example, a lesson may be at the Infusion level on the Active spectrum, at the Adaptation level on the Collaborative spectrum, and so forth. With multiple observations, the TIM-O helps evaluators get a clear picture of the professional development needs of the teacher to support further technology integration.

Arizona TIM
Observation Tool

Question Based Observation

We recommend that you observe the lesson for five to ten minutes before answering any questions. During the observation, you can change any of your answers at any time. After the observation, you can revisit the questions and adjust your answers. Once you begin, the next question is based upon the answer to the previous question. Once we have enough information to determine a matrix, you will automatically be forwarded to the matrix area for further edits.

Are the students using the technology tool(s) to record what they know or to build new knowledge or understanding?

Record

Build

Next Question

Arizona TIM

Observation Tool

Question Based Observation

We recommend that you observe the lesson for five to ten minutes before answering any questions. During the observation, you can change any of your answers at any time. After the observation, you can revisit the questions and adjust your answers.

Once you begin, the next question is based upon the answer to the previous question. Once we have enough information to determine a matrix, you will automatically be forwarded to the matrix area for further edits.

Is the technology being used solely for drill-and-practice skills fluency activities?

Yes

No

Next Question

Arizona TIM

Observation Tool

Question Based Observation

We recommend that you observe the lesson for five to ten minutes before answering any questions. During the observation, you can change any of your answers at any time. After the observation, you can revisit the questions and adjust your answers.

Once you begin, the next question is based upon the answer to the previous question. Once we have enough information to determine a matrix, you will automatically be forwarded to the matrix area for further edits.

What kind of materials (including electronic resources) are the students using? (Select all that apply.)

Reference books and textbooks

Primary source materials

Student-generated primary source materials

Next Question

Teacher software survey – A survey completed by teachers to capture instructional software data with respect to title, student audience, and frequency of use.



2014 TUSD Software Survey

Instructional Software (Listed, How Often)

Pick how often you use each instructional software title. Or skip a row for "Never". (A to P)

	Never	Daily	Weekly	Occasionally	Monthly	Every Semester
Accelerated Math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accelerated Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Achieve 3000	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ALEKS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ATI Galileo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exam view	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Imagine Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language of Literature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plato	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pick how often you use each instructional software title. Or skip a row for "Never". (R to W)

	Never	Daily	Weekly	Occasionally	Monthly	Every Semester
Read 180	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rosetta Stone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study Island	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SuccessMaker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SuccessNet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
System 44	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher Express	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Virtual Reading Coach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Waterford Early Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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2014 TUSD Software Survey

Presentation Software (Listed, How Often)

Pick how often you use each presentation software title. Or skip a row for "Never".

	Never	Daily	Weekly	Occasionally	Monthly	Every Semester
Microsoft Excel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Microsoft PowerPoint	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Microsoft Word	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promethean ActivInspire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SMART Notebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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