



Frequently Asked Questions about GA DOE Level of Technology Implementation Surveys

Through a contract with the National Business in Education Alliance (NBEA), the GA DOE has made the Level of Technology Implementation (LoTI) surveys available without cost to school systems through July 1, 2005. The contract also allows school systems to order evaluation reports at a significantly-reduced rate of \$150 each. Using the online LoTI instruments is not mandatory. The surveys are simply one way of gathering information useful for technology planning, grant proposal preparation, and/or program evaluation. Frequently asked questions and answers about this contract follow:

What are LoTI Surveys?

The Level of Implementation (LoTI) surveys are designed to provide descriptive data on how technology is being used in classrooms. The online LoTI surveys include 40-50 questions and take approximately 20 minutes to complete. Results are reported in terms of LoTI levels, Personal Computer Use, and Current Instructional Practices.

What are LoTI Levels?

LoTI levels range from zero (no tech use) to six (a very highly-evolved integration of technology that supports higher-order thinking skills and encourages authentic/meaningful activities for learners). A brief overview of the LoTI levels is provided in the chart below. For additional information, school system personnel may contact their local Educational Technology Training Center, read the pdf article attached to the original e-mail, and/or visit this website:

<http://www.peak.org/~labquest/NBEA/LoTI/index.html>

Level	Category	Description
0	Non-use	A perceived lack of access to technology-based tools or a lack of time to pursue electronic technology implementation. Existing technology is predominantly text-based (e.g., ditto sheets, chalkboard, overhead projector)
1	Awareness	The use of computers is generally one step removed from the classroom teacher (e.g., integrated learning system labs, special computer-based pullout programs, computer literacy classes, central word processing labs). Computer-based applications have little or no relevance to the individual teacher's instructional program.
2	Exploration	Technology-based tools serve as a supplement to existing instructional program (e.g., tutorials, educational games, simulations). The electronic technology is employed either as extension activities or as enrichment exercises to the instructional program and/or generally reinforces lower cognitive skill development.
3	Infusion	Technology-based tools including databases, spreadsheets, graphing packages, probes, multimedia applications, desktop publishing, and telecommunications augment selected instructional events (e.g., science kit experiment using spreadsheets/graphs to analyze results, telecommunications activity involving data sharing among schools). The use of the technology reinforces higher cognitive skill development and complex thinking skills such as problem-solving, reasoning, decision-making, and scientific inquiry.
4A	Integration (mechanical)	Technology-based tools are integrated in a mechanical manner that provides rich context for students' understanding of the pertinent concepts, themes, and processes. Heavy reliance is placed on prepackaged materials and/or outside resources (e.g., consultants, mentors) to aid the teacher in the daily operation of their instructional curriculum. Technology (e.g., multimedia, telecommunications, databases, spreadsheets, word processing) is perceived as a tool to identify and solve authentic problems relating to an overall theme/concept.
4B	Integration (routine)	Teachers can readily create Level 4 (Integrated Units) with little intervention from outside resources. Technology-based tools are easily integrated in a routine manner that provides rich context for students' understanding of the pertinent concepts, themes, and processes. Technology (e.g., multimedia, telecommunications, databases, spreadsheets, word processing) is perceived as a tool to identify and solve authentic problems relating to overall theme/concept.
5	Expansion	Technology access is extended beyond the classroom. Classroom teachers actively elicit technology applications and networking from business enterprises, governmental agencies (e.g., contacting NASA to establish a link to an orbiting space shuttle via Internet), research institutions, and universities to expand student experiences directed at problem solving, issues resolution, and student action surrounding a major theme/concept.
6	Refinement	Technology is perceived as a process, product, (e.g., invention, patent, new software design), and tool utilized by students solving authentic problems related to an identified "real-world" problem or issue. Technology, in this context, provides a seamless medium for information queries, problem solving, and/or product development. Students have ready access to and a complete understanding of a vast array of technology-based tools to accomplish any particular task.



What are Personal Computer Use and Current Instructional Practice profiles?

Results of the LoTI surveys also provide information on respondents' Personal Computer Use (PCU) and Current Instructional Practices (CIP). The PCU profile portion assesses the educator's comfort and skill level with using a personal computer. The CIP profile portion assesses current alignment to research-based instructional practices promoting student engagement, authentic/meaningful tasks, and higher-order thinking. Since LoTI levels are greatly influenced by educators' comfort level/ability to use technology and the way instruction is designed and delivered in classrooms, these profiles can be very useful in designing and delivering professional learning activities.

What LoTI-related activities can a school system complete at no-cost?

The GA DOE contract with NBEA allows school system personnel to take the survey and view LoTI levels online at no additional cost. After completing the online survey, individual respondents will be able to view a confidential summary of their own LoTI level, what their levels means, and suggestions for enhancing their technology-supported practices. This report is not available to anyone else. System-level administrators can view aggregate results from the group of respondents at a particular school using the "Administrator Login" feature. The administrator login provides information on how many people have taken the survey and what percentage of respondents fall in each LoTI level. PCU or CIP data is not provided in this online summary.

What are the reports and how can they be ordered?

In addition to the "no-cost" services, the GA DOE contract allows school systems to purchase written evaluation reports from NBEA at a significantly reduced cost of \$150/each. While the online tool provides basic information about LoTI levels, some systems will want more information and a written record of their results. In addition to summarizing LoTI levels, the reports also include information on respondents' personal computer use (PCU) and current instructional practices (CIP). Suggestions for moving system members to higher LoTI levels are also included. Online reports only provide LoTI information by school for a particular year. Some systems find it easier to order system-level reports rather than synthesizing all the individual school data themselves. Other systems are interested in tracking their progress over time in longitudinal reports. In all, there are four different types of reports that can be ordered. All reports are provided in a very visual, clear-to-understand way that is easy to share with others. To view samples of these reports and to order online, please visit: <http://www.learning-quest.com/georgiaprofiles.html>.

What if a school system wants to modify the questionnaire or design a different type of report to meet the local needs?

The GA DOE's contract with NBEA only includes the standard survey that is already developed/posted and the four reports described above. NBEA will work with school systems to make modifications, but recognize that modifications will require additional work and fees. Please, contact NBEA directly to negotiate modifications. NBEA has worked with school systems at reasonable rates during the past year.

Where can school system personnel receive additional training on LoTI?

The 13 Educational Technology Training Centers will be providing information on LoTI at various meetings and training sessions. The focus of these sessions will be to provide additional information on the LoTI framework and on how to use LoTI data for planning and school improvement. The ETTC can also deliver presentations and workshops to teachers and/or administrators in local systems –or- help local leaders train their own staff.

Where can school systems obtain the URL and the user/administrative passwords to Georgia's LoTI surveys?

LoTI surveys are accessed at <http://www.lotilounge.com> . Passwords were mailed to the Lotus Notes technology coordinator in each school system in February 2005.



Who should take the surveys and which version should they take?

The surveys are designed for building-level educators as follows. There are four versions of the survey, as follows:

1. **The Inservice Teacher** is for K-12 classroom teachers who teach in a standard classroom setting where they are directly providing instruction for students and are involved in classroom curriculum decision-making.
2. **The Instructional Specialist** is for teachers who are directly providing instruction for students and may be involved in curriculum decision-making, but not necessarily in a standard classroom setting. Examples of instructional specialists include math and reading specialists, special education teachers, talented and gifted facilitators, and resource teachers.
3. **The Building Administrator** is for building-level administrators that are involved in the curriculum decision-making process and/or technology acquisition process, but do not have direct instructional contact with students. Examples of building administrators include principals, assistant principals, instructional facilitators/coaches, and curriculum coordinators.
4. **The Media/Technology Specialist** is for district or building-level technology or media specialists who may be involved instructionally with students, but whose primary functions include managing media resources, encouraging effective uses of technology, overseeing technology purchases, maintenance, staff technology support, and/or training at the selected school. Media specialists and tech coordinators are placed in the same group because many media specialists assume the role as technology specialists in their buildings.

What survey should central office staff and/or board members complete?

The surveys are designed to understand what is occurring at the building level. Central office staff and board members should be interested in the results of the survey, but are not expected to provide the actual data.

When someone practices logging into the site, will it corrupt the survey data?

No, unsaved, incomplete surveys are periodically deleted. *Note: If you wish to go through the process of taking the LoTi Questionnaire without receiving a score or so that you can instruct others, simply use the User ID [test_yourname], the password [test], and the email address [yourname@test.com]. These records are deleted from the LoTi Questionnaire database each night.

Can participants save a partially completed survey and finish it later?

Yes. Simply choose the "Save and Exit" option on each survey page. (See login directions for full information on taking the surveys.)

What if school systems have a group of teachers gathered to take the survey in a group and the LoTI site is down?

When dealing with technology, situations are bound to arise whereby individuals may not be able to complete the online LoTI questionnaire (e.g., heavy internet traffic, down internet service, router problems, system configuration issues). As a contingency measure ONLY when there are technical difficulties, please consider downloading the print version of the LoTI Questionnaire at: <http://www.learning-quest.com/paperques.html>

After administering the print version of the LoTI Questionnaire, please send the completed questionnaires to the following address for processing. There will be no additional charge for processing print versions of the survey.

Attn: LoTI Surveys
National Business Education Alliance
P.O. Box 61
Corvallis, OR 97339



Will the LoTI site support multiple users taking the survey in a lab situation?

Yes, there have been significant improvements to the LoTI site to support many simultaneous users. However, local school system networks may not perform well under these conditions. It is best to simulate the situation before administration.

What if there is a school missing from a system's list?

Please, send an e-mail to Dennee Saunders, NBEA, at LoTIgirl@charter.net and copy Jason Saltmarsh, GA DOE, at jsaltmar@doe.k12.ga.us. Include the system name and the name of the school to be added.

How do I know if I have an Ed Tech Competitive Grant?

There is a link to a list of FY04 Ed Tech Competitive Grant recipients at http://techservices.doe.k12.ga.us/edtech/comp_grant.htm. When FY05 recipients are selected in April/May 2005, another list will be posted, as well.

Who will help school system personnel with other LoTI questions?

Each school system should designate a local staff person to serve as the first level of technical support for their building-level teachers and administrators. If the system-level support person needs technical assistance or needs to report a technical issue, the GA DOE Help Desk is prepared to provide assistance via email dticket@doe.k12.ga.us or phone (Local: 404-651-9503 or Toll Free: 800-869-1011).

For more information about the LoTI framework in general or how to maximize participation in this program, school system personnel may contact their local ETTC (See <http://www.ga-edtech.org/center.html>).

Jason Saltmarsh at the GA DOE is coordinating the LoTI program statewide. He will answer questions via email jsaltmar@doe.k12.ga.us or phone 404-657-3543.