



# Results of the Pilot Survey for SIIA Vision K-20

Technology > Education > America's Future

June 29, 2008



## Background of Vision K-20 Initiative and Survey

As the voice of the educational technology industry, SIIA developed a vision for K-20 education - a vision to ensure that all students have access to a teaching and learning environment capable of preparing them to compete globally and lead the world in innovation.

The SIIA Vision K-20 is based on the experience that technology:

- Allows educators to teach and learn in ways that were not previously possible
- Enables educators to be more efficient and effective in teaching and learning
- Is essential for life-long learning

To implement the Vision K-20, SIIA developed a brochure, website and survey instrument to assist the education community - educators, students, faculty, parents, school board members, policy makers - to understand technology's role in facilitating 21st Century education for America's future.

The Vision K20 Initiative calls for a coalition of stakeholders, including educators, business executives, policymakers, and academic leaders to recognize the need to prepare our students for global competition. The Vision K20 promotes the combination of proven, well-implemented and well-supported technologies with solid educational approaches which will sharpen America's innovative edge and increase the opportunity for every person to fulfill their promise through education.

The *Vision K-20* states specific goals for K-20 institutions so they can embrace technology in order to achieve the following:

- Help schools meet the needs of all students
- Support accountability and inform instruction
- Deepen learning and motivate students
- Facilitate communication, connectivity and collaboration
- Manage the education enterprise effectively and economically
- Enable students to learn from any place at any time
- Nurture creativity and self-expression.

The Vision K-20 survey was developed to help educators and administrators monitor their organization's progress towards the SIIA Vision goals. Respondents were asked to respond to 20 questions by selecting the scenario that most closely matched that of their educational institution. Teachers and instructors could respond for their classroom and school leaders and administrators for their building, district, department or campus.

Between March and June, 2008, 387 educators nationwide responded to the *Pilot Survey* as hosted on the Vision K-20 website (see the survey questions in the appendix). Focusing on goals outlined in the *Vision* roadmap, the survey addressed measures the progress for topics such as 21<sup>st</sup> Century tools, accessibility, differentiated learning, assessment tools, and enterprise support.

After submitting the survey, each responder received a progress report showing how close they were to achieving SIIA's Vision K-20 goals and measures. The data analysis showed that almost every respondent completed the entire survey.

## Key Findings

Highlights from the *Vision K-20 Pilot Survey* results include the following:

- The greatest progress has been made in the areas of Enterprise Support and 21<sup>st</sup> Century tools.
- The least progress has been made in the use of digital Assessment Tools.
- In general, institutions within the K-12 sector lag behind postsecondary institutions in their overall average measures of progress.
- The smallest institutions (encompassing less than 450 students) are considerably behind those at larger institutions in implementing the *Vision* goals.

SIIA analysis for the highlights:

- The greatest progress has been made in the areas of Enterprise Support and 21<sup>st</sup> Century tools.
  - For Enterprise Support we know that education institutions use security tools to protect student data and privacy for almost all applications/systems/computers.
  - For 21<sup>st</sup> Century Tools we see widespread availability of Internet access throughout most of the school/campus and that this access provides for good communication, administrative, and instructional needs.
- The least progress has been made in the use of digital Assessment Tools.
  - We know that schools (particularly K-12) are focusing on the mandated testing procedures (where every child must take the same test) instead of using digital-based adaptive testing, which provides more diagnostic information.
- In general, institutions within the K-12 sector lag behind postsecondary institutions in their overall average measures of progress.
  - This is consistent with many surveys that show earlier adoption of technology at the postsecondary campuses - from students purchasing their own computers to wiring the campuses for wireless access.
- The smallest institutions (encompassing less than 450 students) are considerably behind those at larger institutions in implementing the *Vision* goals.
  - This is again consistent with surveys that show that larger institutions have the technology leadership necessary for building the infrastructure and support mechanisms to aid technology integration into the teaching and learning process.

### Summary Finding

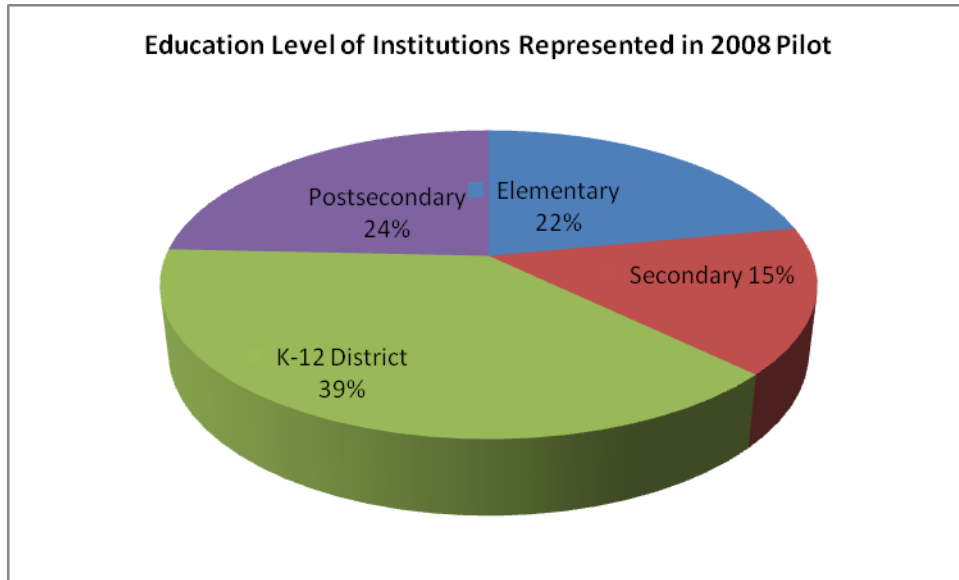
Although there are a few areas where education institutions have nearly met SIIA Vision K-20 goals, the results of this pilot reveal a number of areas where considerable work still needs to be undertaken. These are described in the full report.

The full report is available first to survey respondents, SIIA members, members of the press, and partner organizations. The information disseminated will enable the respondents to compare results of this survey to their own results as well as to similar, recent surveys by other educational organizations. SIIA also plans to conduct this survey in subsequent years, so that educators can see their annual progress toward achieving the Vision.

To learn more about the initiative, visit [www.siaa.net/visionk20](http://www.siaa.net/visionk20) or about SIIA's work in education, visit [www.siaa.net/education](http://www.siaa.net/education).

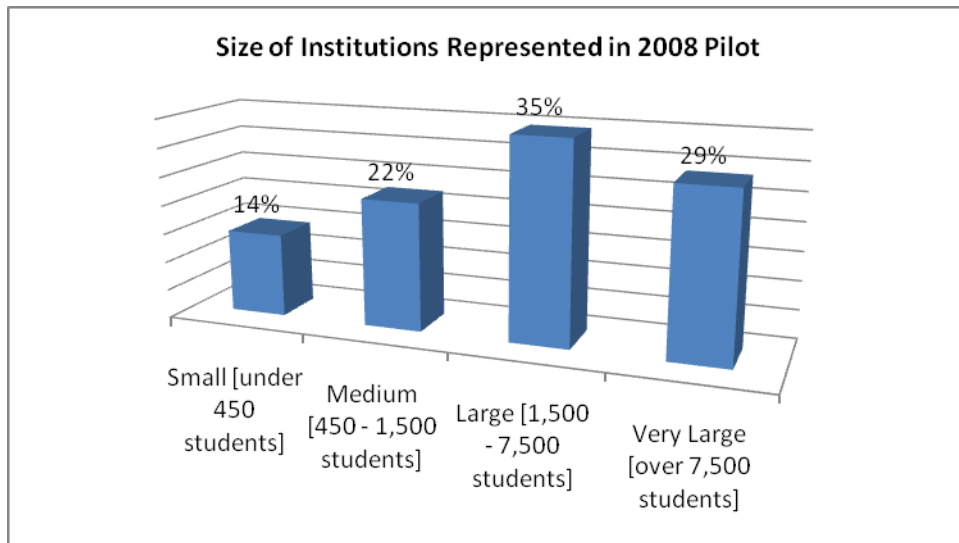
## Summary of Survey Responders

In the spring of 2008, SIIA launched a pilot survey to benchmark the progress of education institutions toward meeting the Vision K-20 goals and measures. A total of 387 individuals (educators and administrators) responded to the Vision K-20 pilot survey. Respondents represented a broad array of K-20 educational institutions that varied by level of education, size and location. Approximately three-quarters of the institutions represented in the pilot are K-12 schools or districts; the remaining respondents represented postsecondary institutions.

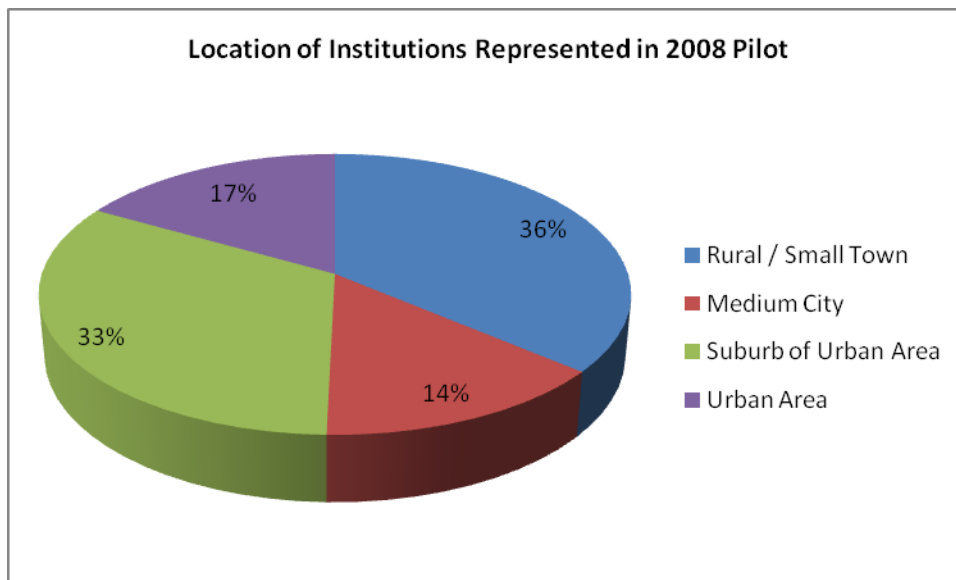


The majority of participants assessed their respective districts /campuses (43%) or schools/departments (45%). Only 12% responded about a particular class or course.

Respondents represented institutions of varying size. Nearly two-thirds represented large (35%) or very large institutions (29%) and slightly less than one-fourth represented those of medium size. The remaining 14% came from small institutions.



Slightly more than one-third of the respondents are located in rural areas or small towns, and approximately one-third of them are located in suburban areas. Urban settings were reported by 17% of respondents, and medium-size cities by 14%. It should also be noted that participants in the pilot came from more than 40 different states.



### Methodology

Responders were presented with 20 statements about technology use or trends and subsequently determined the statement that best fit the situation at their education setting.<sup>1</sup> To indicate this, participants selected one of four available responses; these responses ranged from a statement describing extremely limited use or proficiency to a statement describing extensive adoption and familiarity on the part of the institution or district.

Responses were scored according to the level of use indicated by the participants; for instance, on a 4-point scale, responses that indicated the lowest level of use earned a score of “1”; alternatively, a score of “4” was attributed to responses that indicated extensive use and application. These raw scores were then converted to percentages. Theoretically, if all respondents indicated the most extensive use, the score would be 100%. At the other end of the scale, the lowest possible score would be 25%.

For example, the first question includes the following statement and four possible responses.

- | <b>Educational content is delivered flexibly in digital formats, media and platforms</b> |   |
|--|---|
| <input type="checkbox"/>   | Delivered primarily through print materials (if selected, then scored as “1”)                   |
| <input type="checkbox"/>   | Delivered through print materials and some technology (if selected, then scored as “2”)         |
| <input type="checkbox"/>   | Delivered through an equal blend of print materials and technology (if selected, scored as “3”) |
| <input type="checkbox"/>   | Delivered primarily through technology with some print-only materials (selected/scored as “4”)  |

See the appendix for the explanation of the scoring mechanism to determine the benchmarking results.

<sup>1</sup> A copy of the actual survey instrument is provided in the Appendix.

In the sections that follow, data from the 20 questions are analyzed in three ways: the individual level, grouped in the Five Measures of Progress, and grouped in the Combined to reflect progress toward the Seven Vision Goals

### Scores for Individual Questions

The overall average score for all 20 questions is 61%; however, there are considerable differences in how much progress has been made by education institutions on each of the measures. The following list provides the average score for each of the 20 questions, arranged from highest to lowest.

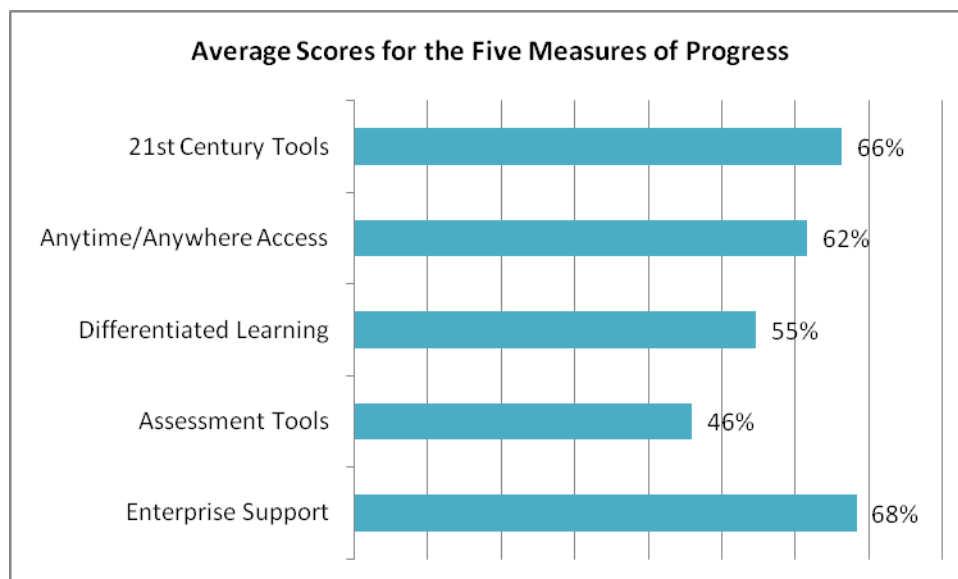
Question Number	Benchmarking Statement	Score
4	High-speed broadband access is available for robust communication, administrative and instructional needs	86%
20	Security tools are used to protect student data and privacy	85%
5	High-speed broadband access enables instructional uses that include collaborative learning, video-based communication and other multimedia-rich interactions	76%
6	An institution website/portal provides the education community with access to applications, resources and collaboration tools	73%
17	Educators have access to the level of technology resources, training and support common to other professionals	72%
3	Information systems provide digital student and achievement data that support instructional decisions by educators and administrators	66%
7	Ubiquitous, reliable access to resources and services is available through a multitude of mobile devices and access points	63%
16	Information systems track performance and institutional data for educational accountability and decision making	62%
18	Robust enterprise applications and systems are in place to support institutional management and business activities	62%
19	Institution leaders use technology tools for planning, budgeting and decision making	61%
10	Students have access to courseware and technology-based curriculum	61%
1	Educational content is delivered flexibly in digital formats, media and platforms	60%
11	Electronic supplemental instructional resources and online tutoring are accessible to all students	55%
2	Interactive, adaptive, multimedia courseware and simulations are used in teaching and learning	53%
9	Access to online professional development resources, courses and peer collaborative communities is provided	51%
14	Computer-based or online assessments are used to inform instruction	50%
15	Technology-based assessments measure a full range of 21st Century skills and knowledge	49%
12	Courseware and learning management systems differentiate instruction	48%
8	Online courses ensure all students have access to high-quality instruction, no matter their location or schedule	44%
13	Personal ePortfolios travel with students to demonstrate a wide range of skills and knowledge	38%

The vast majority of respondents reported that their districts or institutions frequently utilized high-speed broadband access (with the highest overall score of 86%) and security tools to protect student data and privacy (85%). An additional question regarding the use of high-speed broadband access to enable innovative technology-based instructional uses received the third highest score (77%).

The availability of student ePortfolios, which received the lowest score (38%), seemed to be the measure of technology that represented institutions utilized least frequently. Other measures with relatively low scores dealt with online courses, courseware and learning management systems that differentiate instruction, and topics dealing with technology and assessments.

### Scores on the Five Measures of Progress

The 20 statements presented to survey participants (and the percentages collected) were sorted into five larger categories termed the Five Measures of Progress. Summarized below are the average responses for each of these five measures.



According to results, education institutions have made the greatest progress in the areas of Enterprise Support and 21<sup>st</sup> Century Tools. Assessment Tools, the category that recorded the least amount of progress, continues to pose a problem for the institutions and districts represented in this survey.

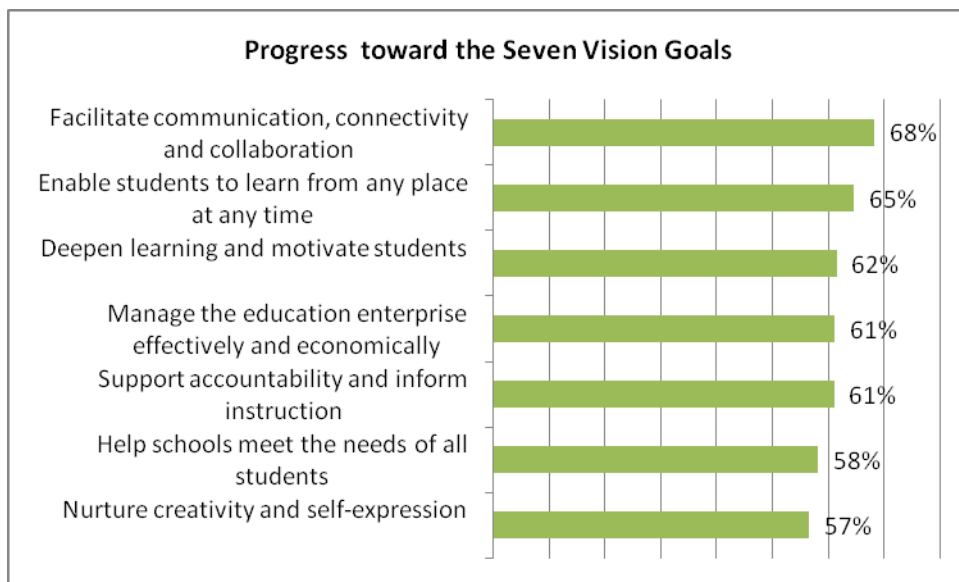
Because these group scores are based on responses to just 3 – 5 questions, a particularly high or low score on just one question significantly impacts the average score for any one of the five designated categories. The data for the 20 statements presented in the appendix have been reordered below by the Five Measures of Progress to show the individual topics that contributed to the average score for each measure. For example, the high score achieved by widespread availability of high-speed broadband access (86%) offsets the relatively low score (53%) for the use of interactive, adaptive, multimedia courseware and simulations in teaching and learning; as a result, 21<sup>st</sup> Century Tools achieves the second highest average score (66%) overall. In another case, Enterprise Support received highest score of the five categories (68%) due in part to the particularly high score (85%) for the security and privacy topic.

Question Number		Percentage
	<b>21st Century Tools</b>	
1	Educational content is delivered flexibly in digital formats, media and platforms	60%
2	Interactive, adaptive, multimedia courseware and simulations are used in teaching and learning	53%
3	Information systems provide digital student and achievement data that support instructional decisions by educators and administrators	66%
4	High-speed broadband access is available for robust communication, administrative and instructional needs	86%
	<b>Anytime/Anywhere Access</b>	
5	High-speed broadband access enables instructional uses that include collaborative learning, video-based communication and other multimedia-rich interactions	76%
6	An institution website/portal provides the education community with access to applications, resources and collaboration tools	73%
7	Ubiquitous, reliable access to resources and services is available through a multitude of mobile devices and access points	63%
8	Online courses ensure all students have access to high-quality instruction, no matter their location or schedule	44%
9	Access to online professional development resources, courses and peer collaborative communities is provided	51%
	<b>Differentiated Learning</b>	
10	Students have access to courseware and technology-based curriculum	61%
11	Electronic supplemental instructional resources and online tutoring are accessible to all students	55%
12	Courseware and learning management systems differentiate instruction	48%
	<b>Assessment Tools</b>	
13	Personal ePortfolios travel with students to demonstrate a wide range of skills and knowledge	38%
14	Computer-based or online assessments are used to inform instruction	50%
15	Technology-based assessments measure a full range of 21st Century skills and knowledge	49%
	<b>Enterprise Support</b>	
16	Information systems track performance and institutional data for educational accountability and decision making	62%
17	Educators have access to the level of technology resources, training and support common to other professionals	72%
18	Robust enterprise applications and systems are in place to support institutional management and business activities	62%
19	Institution leaders use technology tools for planning, budgeting and decision making	61%
20	Security tools are used to protect student data and privacy	85%

### Scores on the Seven Vision Goals

The Seven Vision Goals (also referred to as the Means for Change) are measured by assigning each Measure of Change to a Vision Goal, creating subgroups of questions related to each goal. As the chart below shows, education institutions have made the greatest progress toward the goal of facilitating communication, connectivity, and collaboration. The high scores received by certain categories in the initial 20-statement survey (high-speed broadband access, security tools to protect data and privacy, and institutional websites) ultimately contributed to this progress.

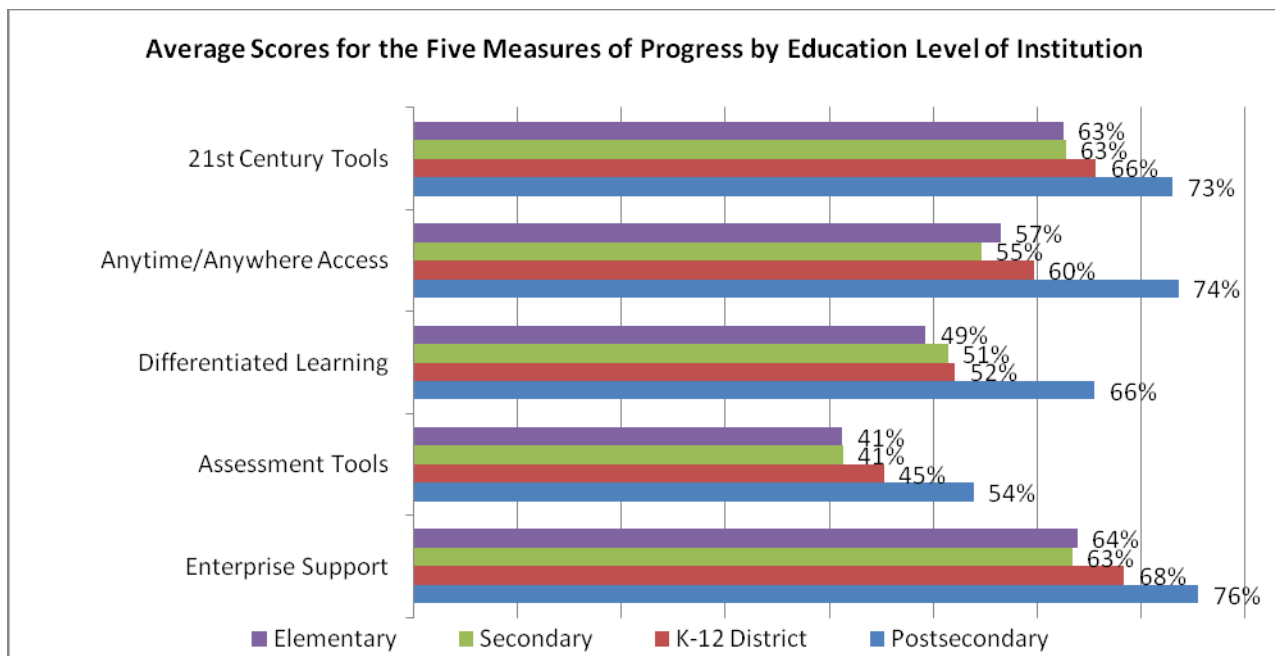
Results indicate that institutions show least progress when it comes to nurturing creativity and self-expression as well as helping schools meet the needs of all students. In turn, these results indicate that areas where institutions have progressed least include: the use of interactive, adaptive, multimedia courseware and simulations in teaching and learning; and delivering educational content flexibly in digital formats, media, and platforms.



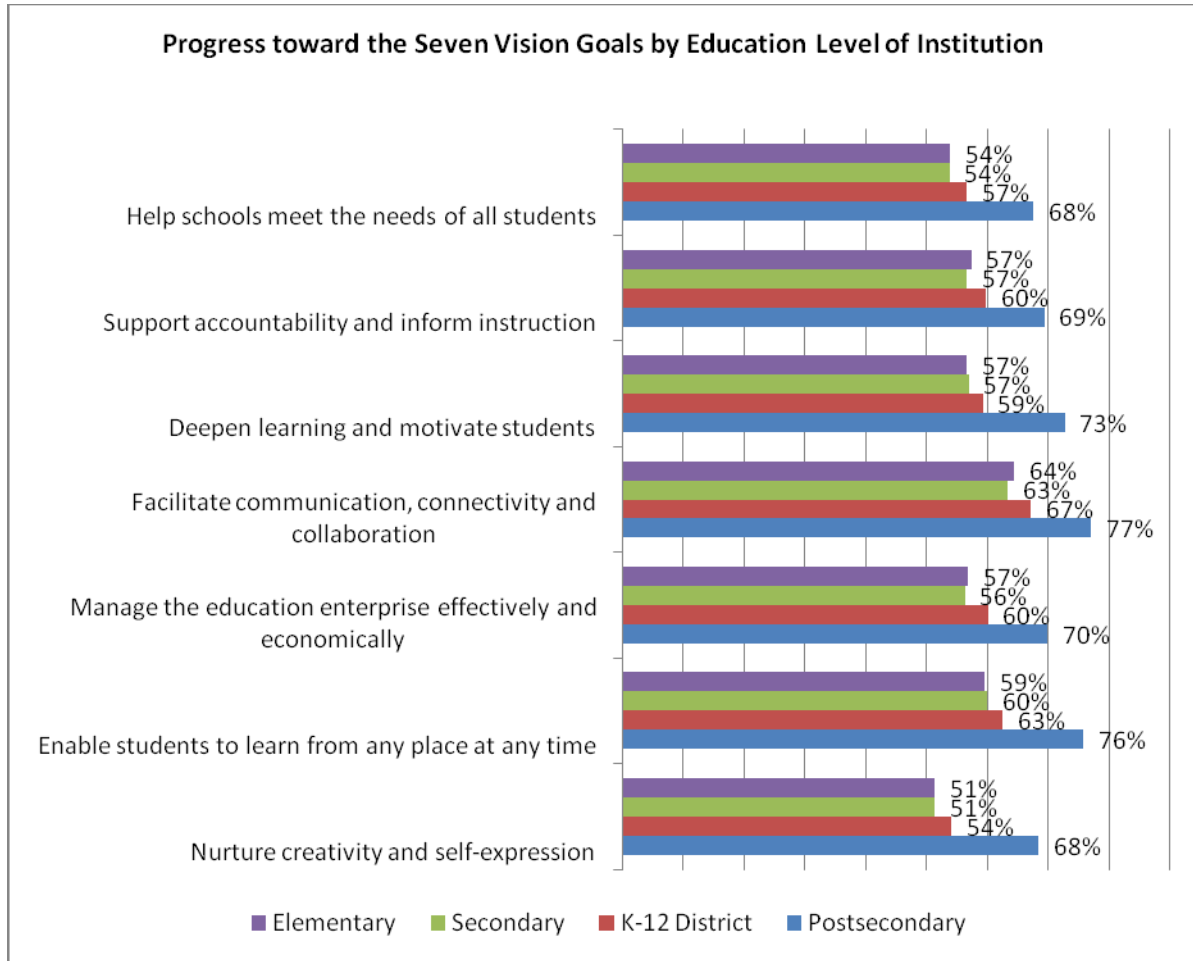
## Education Level

Viewing the scores only, it would appear that institutions within the K-12 sector have made less progress than postsecondary institutions, lagging behind postsecondary average measures of progress by at least 10 percentage points. A comparison of scores at the K-12 building level (both elementary and secondary) with results for postsecondary institutions yields an even larger disparity of 14 percentage points. However, this comparison between levels is problematic because the need at each level is so different, and their implementation targets are different.

The difference between postsecondary institution results and those received by K-12 institutions is evident in all five measures of progress; postsecondary institutions lead the K-12 sector by the greatest amount in the topics related to anytime/anywhere access and differentiated learning. The differences between the two are not as great for topics such as 21<sup>st</sup> century tools, enterprise support, and assessment tools.

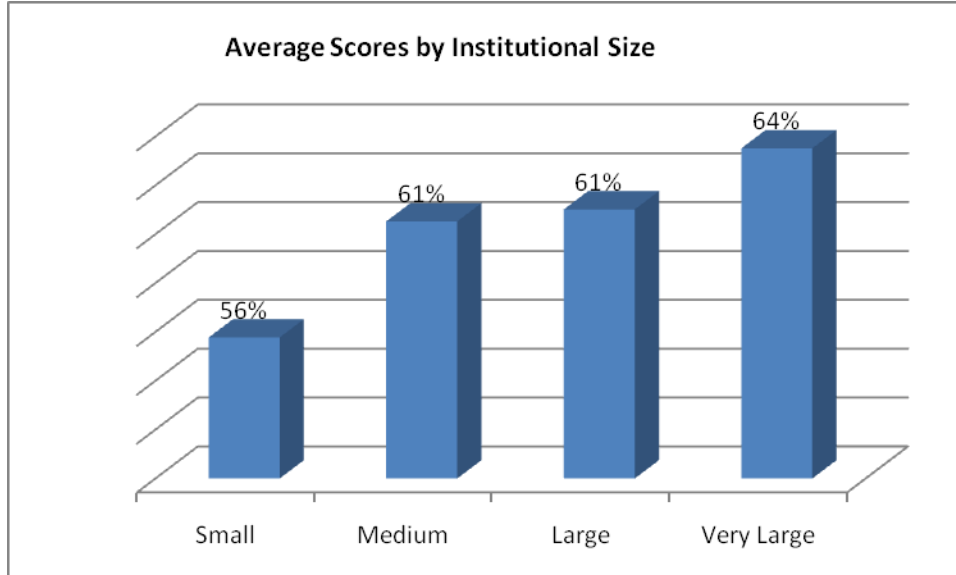


The institutions represented also exhibited different rates of progress with regards to the Seven Vision Goals. Results indicated that postsecondary institutions more successfully nurture creativity and self-expression; deepen learning and motivate students; and enable students to learn from any place at any time.

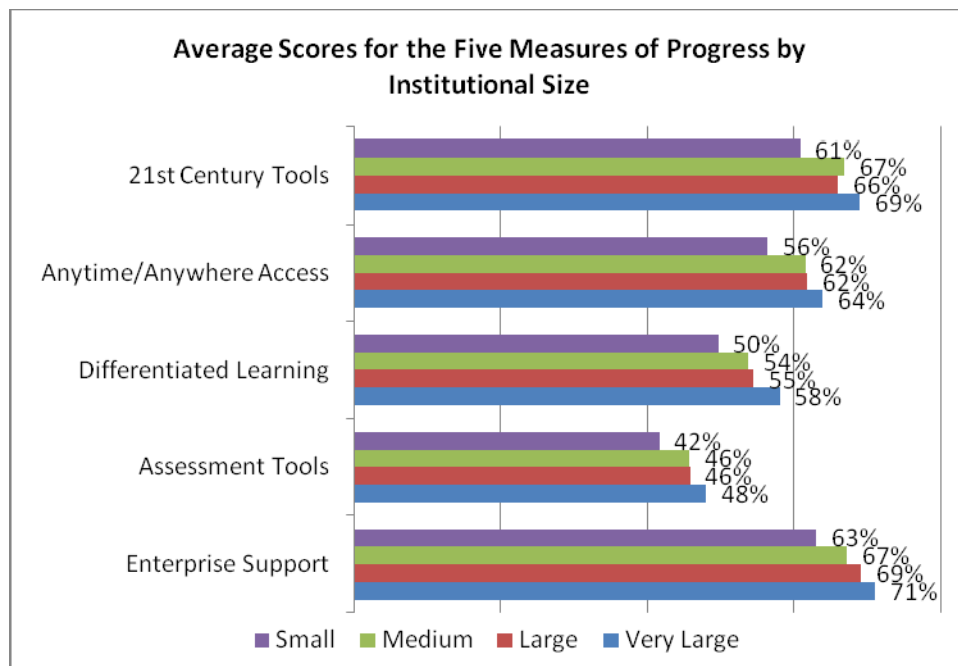


## Size

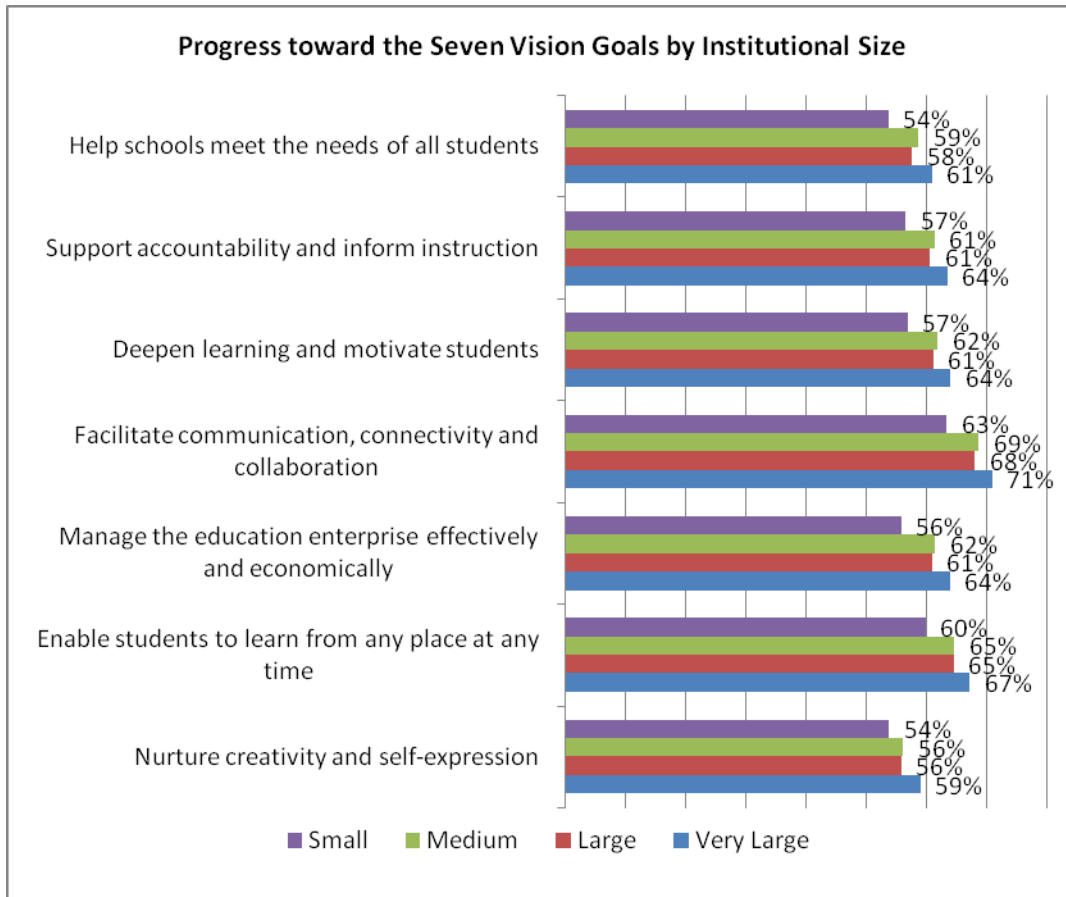
Smaller institutions report less technology implementation than larger institutions. While it is logical to conclude that smaller institutions would have fewer resources to invest in technology solutions, we also note that the vast majority of the very small institutions in this pilot exist as part of the K-12 sector.



Differences among the average scores across the Five Measures of Progress as measured by institutional size are less extreme than the differences observed for education level. In fact, the difference between the smallest and largest institutions in four out of five categories is only 8 percentage points. Interestingly, there is virtually no difference between the average scores for the two mid-size institutions or districts (medium-enrollment districts or institutions typically accommodate 450 to 1,500 students and large-enrollment districts typically accommodate 1,500 to 7,500 students).



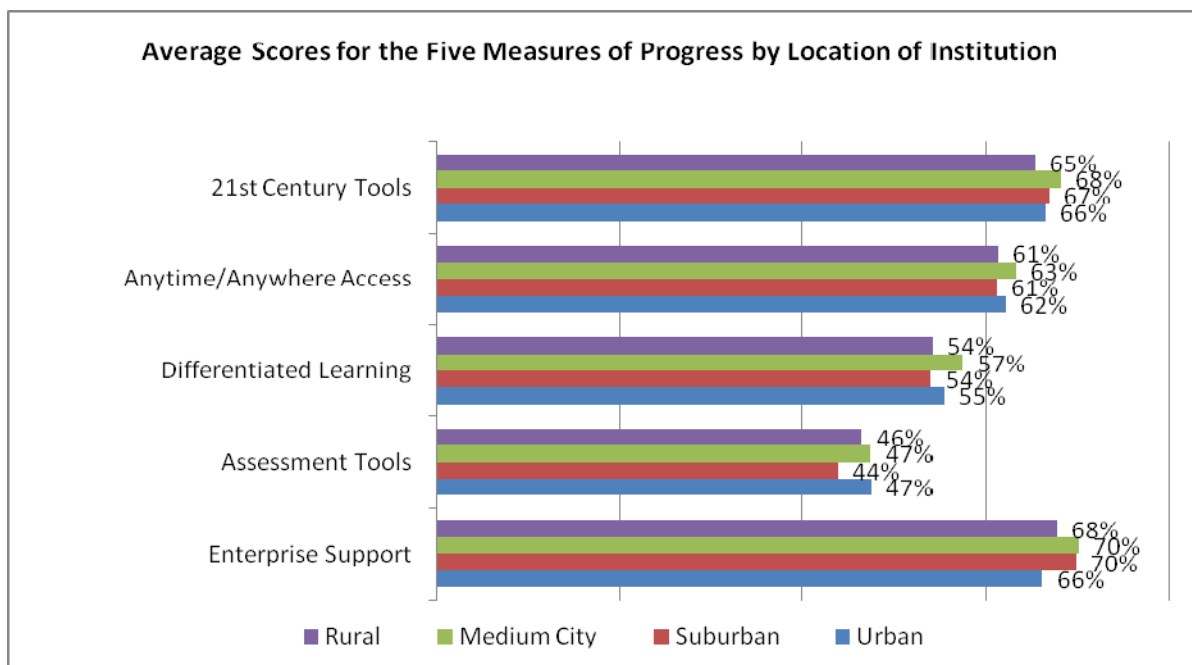
Similarly, regarding the Seven Vision Goals, there were consistent disparities (ranging from 5 – 8 percentage points), between the smallest and the largest institutions but virtually no differences between the two mid-size groups. In fact, the results found in most of the Seven Vision categories indicate that medium-size institutions have slightly higher average scores than large institutions.



## Appendix

### Location

While institutions located in medium-sized cities had slightly higher average scores than those in other locations, the differences are not particularly significant given the relatively small proportion (14%) of institutions from medium-sized cities in the pilot survey. Likewise, average scores on the Five Measures of Progress by location fail to reveal many meaningful differences. On most measures, rural institutions lag, but these differences are very small.



Given the similarities for overall average scores and the Five Measures of Progress, it is not surprising that progress towards the Seven Vision Goals are remarkably close in all settings. The results in several categories reveal that medium cities tend to have achieved slightly more progress than most but the differences are so small that they may not be significant.

### Scoring Mechanism

#### **Educational content is delivered flexibly in digital formats, media and platforms**

- Delivered primarily through print materials (if selected, then scored as "1")
- Delivered through print materials and some technology (if selected, then scored as "2")
- Delivered through an equal blend of print materials and technology (if selected, scored as "3")
- Delivered primarily through technology with some print-only materials (selected/scored as "4")

The recorded average raw score for this first question is 2.39. This score was then divided by four (the highest possible response), and the resulting quotient indicated that the overall percentage score for this question was 60 percent; this, in turn, indicated that the institutions represented in this pilot typically exhibited moderate use of delivering content digitally, falling somewhere between the second option and the third option. *These results can also be interpreted to mean that educational institutions are 60% of the way toward achieving this particular benchmark.*

## Vision K-20 Partners

The Vision K-20 Partners are supporting the initiative in many different ways. Among them are:

- \_\_\_\_\_ Link to the Vision website from the partner website
- \_\_\_\_\_ Provide Vision materials to those in the partner's outreach programs
- \_\_\_\_\_ Provide SIIA with opportunity to present summary benchmarking report
- \_\_\_\_\_ Provide information to respondents about technology implementation
- \_\_\_\_\_ Provide evidence that technology works (case studies, research reports)
- \_\_\_\_\_ Send partner members to Vision benchmarking survey

For their work in providing support for the benchmarking survey, we thank the following partners:

NAME	ADDRESS	URL
<b>American Association of School Administrators (AASA)</b>	801 N. Quincy Street, Suite 700 Arlington, VA 22203-1730	<a href="http://www.aasa.org">http://www.aasa.org</a>
<b>Campus Technology</b>	9121 Oakdale Ave. Suite 101 Chatsworth, CA 91311	<a href="http://campustechnology.com/">http://campustechnology.com/</a>
<b>Consortium for School Netowrking (CoSN)</b>	1025 Vermont Avenue NW, Suite 1010, Washington, DC 20005	<a href="http://www.cosn.org/">http://www.cosn.org/</a>
<b>eSchool News</b>	7920 Norfolk Ave., Suite 900, Bethesda, MD 20814	<a href="http://www.eschoolnews.com/">http://www.eschoolnews.com/</a>
<b>International Society for Technology in Education (ISTE)</b>	1710 Rhode Island Ave NW, Suite 900 Washington, DC 20036	<a href="http://www.iste.org/">http://www.iste.org/</a>
<b>National Education Association (NEA)</b>	1201 16th Street, NW Washington, DC 20036-3290	<a href="http://www.nea.org">http://www.nea.org</a>
<b>Project Tomorrow</b>	15707 Rockfield Boulevard, Suite 330 Irvine, CA 92618	<a href="http://www.tomorrow.org/">http://www.tomorrow.org/</a>
<b>School Interoperability Framework Association (SIFA)</b>	1090 Vermont Ave., NW Sixth Floor Washington, DC 20005	<a href="http://www.sifinfo.org/">http://www.sifinfo.org/</a>
<b>T.H.E. Journal</b>	16261 Laguna CanyonRoad Suite 130 Irvine, CA 92618	<a href="http://www.thejournal.com/">http://www.thejournal.com/</a>

## SIIA Members Active in the Education Division

- ABC-CLIO
- Academic Benchmarks
- Academic Business Advisors, LLC
- Adobe Systems, Inc.
- AdvancePath Academics, Inc.
- ANGEL Learning, Inc.
- Answers Corporation
- Apangea Learning, Inc.
- Apple Education
- Arc Capital Management
- ArchieMD, Inc.
- Atomic Dog Publishing
- Atomic Learning
- Autoskill International, Inc.
- Behrman House eMedia Department
- Berardi & Associates
- Bert Davis Executive Search, Inc.
- Bill SMITH GROUP
- Blackboard Inc, K-12
- BLEgroup
- Bonsal Capital
- Boston Ventures Management, Inc.
- Brock Educational Services, LLC
- BSG Team Ventures
- C. Blohm & Associates, Inc.
- Carolina Software as a Service, Inc.
- Casabonne Associates, Inc.
- Catalyst Consultants
- CDW Corporation
- The Cheyenne Group
- ClassLink, Inc.
- CollinsConsults
- CompassLearning
- Computer Power Solutions of Illinois, Ltd.
- ConnectEdu
- Consulting Services for Education
- Contextual Connections, LLC
- Curriculum Advantage
- Curriculum Associates, Inc.
- The CyberSmart! Education Company
- Decision Tree Media, Inc.
- Defined Mind
- Dell | ASAP Software
- Desire2Learn Inc.
- Driver Public Relations
- E.T.C. International
- eChalk, Inc.
- EdTech Design Associates
- Edu2000 America, Inc.
- Education Networks of America (ENA)
- Education TURNKEY Systems, Inc.
- Education Week and Digital Directions
- Educational Consulting Services
- Educational Systemics, Inc.
- Educational Technology Marketing
- Empirical Education Inc.
- Encyclopedia Britannica, Inc.
- eSach Corporation
- eSchoolMall
- eSpindle Learning
- Etech Group, North America
- Excelsior Software, Inc.
- Faronics Corporation
- Ferrio Associates
- FileMaker, Inc.
- FOCUS
- Focus Marketing
- Foley & Lardner LLP
- Follett Corporation - Technology Solutions & Int'l Group
- Forlaget Systeme A/S
- Fourier Systems, Inc.
- Futurekids Inc.
- Giant Campus, Inc.
- Go.edu, Inc.
- The Greaves Group LLC
- HAIKU Learning Systems, Inc.
- HCI Productions OY
- Headsprout, Inc.
- Headway Strategies
- HotChalk, Inc.
- Hotmath, Inc.
- Houghton Mifflin Harcourt Publishing Co.
  - Houghton Mifflin Harcourt School Publishers
  - Holt McDougal
  - Houghton Mifflin Harcourt Supplemental Publishers
  - Houghton Mifflin Harcourt Learning Technology
  - The Riverside Publishing Company
  - Greenwood-Heinemann
- IBM Corporation
- Ingram Digital Group
- Inspiration Software, Inc.
- Intel Corporation
- IESD, Inc.
- ITN Source - Education Clip Library Division
- K to the 8th Power, Inc.
- Key Curriculum Press
- Knowledge Adventure - School Division
- Knowledge Delivery Systems, Inc.

- LanSchool Technologies, LLC
- Learning Enhancement Corporation
- Learning.com
- LearningExpress, LLC
- Lerner Publishing Group - Electronic Content Division
- Madcap Logic LLC
- Market Data Retrieval (MDR)
- MarketingWorks, Inc.
- MathResources, Inc
- The McGraw-Hill Companies, Inc.
  - Glencoe/McGraw-Hill
  - The Wright Group/McGraw-Hill
  - CTB/McGraw-Hill
  - The Grow Network/McGraw-Hill
  - McGraw-Hill Higher Education
  - McGraw-Hill Learning Network
- MemeSpark LLC
- MESA
- MetaMetrics, Inc.
- MIND Research Institute
- MMS Education
- Montgomery College
- Muzzy Lane, Inc.
- National Center for Science, Literacy, Education and Technology
- National Geographic School Publishing
- Open English
- Oracle Corporation
- Pass-Ed
- Pat Walkington Education Sales & Marketing
- Paula Maylahn Consulting
- PBS TeacherLine
- Pearson Education
- Penn Foster
- Phase-6, Inc.
- PLANETii Hong Kong Inc.
- PLATO Learning Inc.
- Pokemon USA, Inc.
- Prometric
- Rawitsch Consulting
- Red Hat, Inc.
- RedRock Reports LLC
- Reviews.com
- Ripple Effects, Inc.
- Riverdeep
- RM Educational Software, Inc.
- Saferock USA, LLC
- Sanako Corporation
- SAS Institute, Inc.
- Sassafras Software, Inc.
- Scantron Corporation K-12 Education
- Scholastic Education
  - Tom Snyder Productions
  - Quality Education Data, Inc.
  - Grolier Online
- SchoolDude.com
- SchoolNet, Inc.
- Schoolspan
- Scientific Learning
- ScribeStudio
- Second Avenue Software
- See It So
- Seeds Software
- Shore Communications, Inc.
- Simba Information
- Six Red Marbles
- SMART Technologies ULC
- SMARTHINKING
- Software Technology, Inc. (STI)
- Somatic Digital, LLC
- Spectrum K12 School Solutions Inc.
- SpringBoard
- SRI International - Center for Technology in Learning
- Tabula Digita
- Tegrity, Inc.
- TeleParent Educational Systems
- Texas Instruments, Inc. - Education & Productivity Solutions Business
- Texthelp Systems, Inc.
- Thinkronize netTrekker
- Thomson ISI Corporation
- Time Warner
  - Time For Kids
  - Turner Learning, Inc
- Timecruiser Computing Corporation
- Trailblazer Learning
- Tutor.com, Inc.
- TutorVista.com
- United Star Distance Learning Consortium (USDLC)
- UVCMS eLearning
- The van Tulleken Company
- VIP Tone, Inc.
- Voyager Learning Company
- WeAreTeachers
- WILL Interactive, Inc.
- Wimba Inc.
- The Winter Group
- Words & Numbers
- World Book, Inc.

## Checking Your Progress Toward the SIIA Vision

Please read each measure in the list below and choose the one scenario that most closely describes your organization's current status.

There are a total of 20 measures in the survey and it should take approximately 10 minutes to complete. You can [print out the survey](#) to review and select each scenario before entering your choices online, since you will not be able to save a partially-completed survey.

Your individual data will never be made public, but it will be used to calculate the results for your progress chart and will be aggregated into a final report. We recommend that you save your results (offline) so you can compare to subsequent year results.

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### 21st Century Tools

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#### Educational content is delivered flexibly in digital formats, media and platforms

- Delivered primarily through print materials
- Delivered through print materials and some technology
- Delivered through an equal blend of print materials and technology
- Delivered primarily through technology with some print-only materials

#### Interactive, adaptive, multimedia courseware and simulations are used in teaching and learning

- Used infrequently
- Used occasionally
- Used regularly
- Integrated into the curriculum

#### Information systems provide digital student and achievement data that support instructional decisions by educators and administrators

- Data are *not* available in digital format
- Data are *sporadically* available in digital format
- Data are *routinely* available in digital format
- Data are *consistently and completely* provided in digital format

#### High-speed broadband access is available for robust communication, administrative and instructional needs

- Access is *not available* in the school/campus
- Access is available, but only in a *few* school, district, or campus locations
- Access is available in *most* classrooms, libraries and student/educator workspaces
- Robust, reliable high-speed access is available *throughout* the school/campus for all needs and demands

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## Anytime/Anywhere Access

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High-speed broadband access enables instructional uses that include collaborative learning, video-based communication and other multimedia-rich interactions

- Access is not available
- Access is available but not for instructional purposes
- Access is available and used sporadically for instructional purposes
- Access is used throughout the school/campus for instructional purposes

**An institution website/portal provides the education community with access to applications, resources and collaboration tools**

- No education website/portal exists for the institution
- A *limited* education website/portal is available for *accessing* some administrative information
- A limited education website/portal is available for *entering and accessing* administrative and academic information
- An *extensive* education website/portal provides administrative, instructional and collaborative tools and resources

**Ubiquitous, reliable access to resources and services is available through a multitude of mobile devices and access points**

- No wireless access is provided by the institution
- Wireless access is available in *some locations*, supporting a few mobile devices
- Wireless access is *widely available*, with support for many mobile devices
- Ubiquitous* and reliable access is available for most all student, educator and administrator devices

**Online courses ensure all students have access to high-quality instruction, no matter their location or schedule**

- Online courses are *not available* to students
- Online courses are available for a *small number* of courses
- A *large number* of online courses and virtual program options are available
- A *full catalog* of online courses/programs is available to all students and is a fully-acceptable option

**Access to online professional development resources, courses and peer collaborative communities is provided**

- Professional development is only offered *face-to-face*
- A *limited number* of online professional development offerings is available.
- Online professional development and virtual peer communities *are employed* by educators and administrators
- Both online professional development courses and virtual peer collaborative communities *are widely employed* by educators and administrators

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## Differentiated Learning

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### Students have access to courseware and technology-based curriculum

- Not available to students
- Are available for *some* students/classes
- Are available for *many* students/classes
- Are available for *all* students/courses

### Electronic supplemental instructional resources and online tutoring are accessible to all students

- Not available to students
- Are available for *some* students/courses
- Are available for *many* students/courses
- Are available for *all* students/courses

### Courseware and learning management systems differentiate instruction

- Not used to differentiate instruction in any courses
- Are used to differentiate instruction in a *few* courses
- Are used to differentiate instruction in *many* courses
- Are used to differentiate instruction *throughout* the institution

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## Assessment Tools

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### Personal ePortfolios travel with students to demonstrate a wide range of skills and knowledge

- Are *not* implemented
- Are implemented *occasionally* for some courses
- Are implemented for *many* courses
- Are fully implemented *throughout* the education system

### Computer-based or online assessments are used to inform instruction

- No assessments are done using technology
- Some* assessments are done using technology
- Most* assessments are done using technology
- All* assessments are done using technology

### Technology-based assessments measure a full range of 21st Century skills and knowledge

- Not used as paper and pencil assessments are the norm
- Occasionally* used to measure student achievement
- Often* used to measure student achievement and 21st century skills
- Always* used to measure student achievement and 21st century skills

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## Enterprise Support

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### Information systems track performance and institutional data for educational accountability and decision making

- Data are *not widely* available in digital format
- Data are *sometimes* available in digital format but are isolated within discrete applications
- Data are *routinely* available in digital format, and systems enable some data to move across applications
- All data are* available in digital format and systems enable aggregation and analysis from multiple applications

### Educators have access to the level of technology resources, training and support common to other professionals

- Technology is old, unsupported and not easily available
- Technology is available but with *very limited* training or support
- Technology is available with *some* training and support
- Technology is widely available with *full* training and support

### Robust enterprise applications and systems are in place to support institutional management and business activities

- Few are in place and most are old and disconnected
- Some are in place and current, but not integrated
- Most are robust and integrated
- Robust applications/systems support *all* management and business activities

### Institution leaders use technology tools for planning, budgeting and decision making

- Are used *occasionally* in the normal operations of the institution
- Are integrated in *some* of the business and management operations
- Are integrated in *many* of the business and management operations
- Are *fully* integrated throughout all stages of the institution's business practices

### Security tools are used to protect student data and privacy

- Are *not* used
- Are used only for a *few* applications/systems/computers
- Are used for *most* applications/systems/computers
- Are used for *all* applications/systems/computers

### **About SIIA and the Education Division**

The Software & Information Industry Association (SIIA) is the principal trade association for the software and digital content industry. SIIA provides global services in government relations, business development, corporate education and intellectual property protection to more than 550 leading software and information companies.

SIIA's Education Division serves and represents over 150 member companies that provide software, digital content and other technologies that address educational needs. The Division shapes and supports the industry by providing leadership, advocacy, business development opportunities and critical market information. SIIA's Education Division provides a neutral business forum for its members to understand business models, technological advancements, market trends, and best practices. With the leadership of the Division Board and collaborative efforts with educators and other stakeholders, the Division undertakes initiatives to enhance the use of educational technology and the success of SIIA members.

**For more information, see:** [www.sii.net/education/](http://www.sii.net/education/)

### **About the Vision K-20 Contributors**

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- SIIA Education Division Board of Directors
- SIIA Education Division Working Group
- SIIA Education Division Marketing Committee
- CollinsConsults
- Winter Group

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Please contact the SIIA Education Division if you have suggestions or comments on this document. Email [education@sii.net](mailto:education@sii.net)