The purpose of this study was to examine K-2 teachers’ use of iPads during classroom instruction in one mid-western state. It specifically sought to see if, how, and when K-2 teachers were using iPads in their classrooms. In addition, this study analyzed teacher perceptions in regard to the use of iPads in the classroom, and examined demographic data to determine relationships between these variables.

Participants were K-2 teachers from both private and public schools, and 1,528 respondents completed the survey. The survey was emailed to 9,618 teachers via Qualtrics three times over a four-week period in the spring of 2014. General findings indicate that 68% of respondents have access to iPads in their classrooms, and an additional 2% use other types of tablets. Most classrooms have fewer than 10 tablets/iPads that are used five or fewer times per week. Many classrooms have only one teacher iPad whose main use is for assessment and data collection. iPads are mostly used for language arts, followed by math, science, and social studies. Teachers often use iPads for inquiry learning and differentiation. There is a need for more professional development prior to school adoption of iPads. Teachers find iPads motivating and engaging, and most importantly they help students learn.