Individual Teacher Technology Assessment

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 Mrs. H. is a seventh grade Special Education Inclusion teacher at Williams Middle School in Moultrie, GA. She serves students with disabilities in two seventh grade Language Arts classrooms. Her schedule includes three classes with Mrs. M and two classes with Ms. G. Mrs. H. has been teaching for 3 years, but this is her first year at the middle school level. To assess Mrs. H.’s use of technology, she completed the Technology Experience LoTi Questionnaire and Adopter Level Survey that was created by my middle school group.

 The Technology Experience LoTi Questionnaire was written based on the Level of Technology Integration (LoTi) Frameworks. The questionnaire consisted of 12 questions. Many of the questions were based on the 5 point LoTi scale, with 1 representing “Never” and 5 representing “Always”. Mrs. H.’s responses ranged from “Seldom” to “Sometimes”. Based on the results from the questionnaire, technology is very limited at Williams Middle School. When asked how much technology is required for students to use during lessons and units, she responded with a 2. In each classroom, technology is only incorporated monthly when using a variety of teaching strategies. Mrs. H. answered with a 3 when asked if her teaching was student-centered. She stated that students are sometimes fully engaged in self-directed, problem-based learning and the products are sometimes using complex thinking skills strategies (3).

 The second tool was the Adopter Level Survey. This survey consisted of 13 questions. Based on the survey, Mrs. H. stated that she is often the first to integrate new technology into her instruction. She likes to try out new technology and is quick to try it out. She introduced other teachers at Williams Middle School to a technology tool called Nearpod. She has many teachers using this tool instead of PowerPoint. Mrs. H. said that she is more likely to use the emerging technology if she tries it in her classroom and likes it. She is open for new digital technology and is always asking for new tools from others. She looks for new tools that will benefit her students and her strength in teaching is pedagogical knowledge and skills, and technological knowledge and skills.

 After meeting with Mrs. H. in her two classrooms, I learned that one classroom has limited technology available while the other classroom has more technology available than the other. The first classroom has 3 classroom computers and an iPad, while the other classroom has 4 classroom computers, an iPad, and an interactive whiteboard. Williams Middle School has adopted the BYOT policy so students can access other technology tools using their devices. The school has access to a computer lab, but this is the only lab in the school; so all teachers have limited access to the lab. Mrs. H. wants to use technological tools in her classrooms and is willing to try new tools. Her idea of a coach is a person who can introduce new technology tools and provide new ideas dealing with technology. I believe the partnership between Mrs. H. and I will be reciprocated. In the future, I believe this partnership will benefit other teachers and me.

 During the coaching process with Mrs. H., I plan to use the Peer Coaching Model. The Peer Coaching Model was outlined in the ISTE White Paper Technology, Coaching, and Community (2011) and consisted of the five stages: Assess, Set Goals, Prepare, Implement Activities, and Analyze and Debrief ( Beglau, Hare, Foltos, Gann, James, Jobe, Knight & Smith, 2011). The Assess stage has already been completed through the use of the questionnaire and survey. To Set goals, I plan to meet with Mrs. H. next Tuesday to determine what goals will be set for the assignment. During this time, I have asked Mrs. H. to provide what standards will be used for the activity. Using these standards, we will meet the end of the week to discuss what tools and techniques will be used during the activity. We have determined that the students will bring their own technology device for the assignment. Once the tools and techniques have been established, I will plan to conduct a coaching model the following week for Mrs. H. to follow. From this coaching model, we will meet during planning to discuss the lesson and ways of improvement. For reflection, I plan to use the reflection sheet provided by The University of Kansas Center for research on Learning. I believe Mrs. H. will be receptive to the coaching and will use the provided techniques.

References

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 <http://www.instructionalcoach.org/resources/coaching-forms/>

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| Middle School Questionnaire Responses |
| Q: My lessons and units \_\_\_\_\_\_\_ require students to use technology. | A: 2 |
| Q: I use a variety of teaching strategies which incorporate technology. | A: Monthly |
| Q: My teaching is students centered ( students engaged in independent/collaborative learning vs. lecture). | A: 3 |
| Q: My student’s products emphasize complex thinking skill strategies (e.g. problem solving, decision making). | A: 3 |
| Q: My students are fully engaged in self-directed, problem-based learning. | A: 3 |

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| Adopter Level Survey |
| Q: How often are you the first to integrate new technology into your instruction? |  |
| Q: Regarding emerging technology, what is the most true about you? |  |
| Q: With repect to change in general, I find that I \_\_\_\_\_\_\_. |  |
| Q: When I have learned something new in professional development I most often\_\_\_\_\_\_. |  |
| Q: I am more likely to actually use an emerging technology if \_\_\_\_\_. |  |
| Q: New digital technology is most generally \_\_\_\_\_\_\_\_\_. |  |
| Q: My thought |  |
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