Individual Teacher Technology Assessment Narrative

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 Mrs. Watts, an 8th grade language arts teacher at Adairsville Middle School, volunteered to participate in two questionnaires intended to analyze her feelings toward technology use and to judge her technology implementation level. Mrs. Watts is in her 26th year of teaching and has been at AMS for nine years. AMS moved to a new state of the art facility in 2013 complete with ActiveBoards, document cameras, slates, several student programs, and sufficient WIFI access. Additionally, all students are provided with a MacBook Air laptop. Mrs. Watts has made comments implying that she is nervous about implementing newer technologies in her classroom but is willing to learn so she can stay up to date with her students. Mrs. Watts displays a positive attitude toward teaching and learning and has shown interest in how to better serve her students through technology use.

 Mrs. Watts participated in completing a ten question LoTI (Level of Technology Integration Frameworks) survey intended to judge her level of technology use. She was asked to rate each of the ten scenarios on a scale of 0 to 3 with 0 representing “not applicable” to 3 representing “very true of me now”. Her answers ranged from 0 to 3, indicating that she uses certain aspects of technology often, but could use some additional coaching and training in certain areas to increase her level of usage. Her answers show that she has her students sometimes use technology to collaborate with others and publish work (3). She also indicated that she is able to locate and implement units that allow students to use technology to solve “real-world” problems (8). Mrs. Watts indicated that she sometimes engages students in learning activities that require them to analyze information and make predictions (10).

 Mrs. Watts ranked some items lower. For example, she indicated that she is only somewhat comfortable training others in using basic software, searching the internet, and using specialized technology (6). She also indicated that she has an immediate need for professional development opportunities that place a greater emphasis on using technology within the classroom (9).

 Based on Mrs. Watts’ responses to the Technology Usage survey, her level of technology integration (LoTi level) ranges between LoTi level 1 (awareness) to LoTi level 3 (infusion). At level 1, awareness, she uses technology to help with direct instruction and her students are working at the lower levels of Bloom’s Taxonomy. Technology use is mainly by the teacher to improve lectures and presentations (LoTi Frameworks 2015). At level 3, infusion, Mrs. Watts and her students use technology to work on teacher-directed problems that involve higher levels of thinking. At this level, students develop products to show their mastery of content (LoTi Frameworks 2015). Although Mrs. Watts displayed times where she conducted lessons at LoTi level 3, she usually maintains a level ranging from 1 to 2. Mrs. Watts is comfortable enough using technology in her classroom efficiently to improve her lessons and maintain student engagement. However, she could improve in the area of student centered activities and consistently allowing students to use technology to explore and collaborate with others. When asked, Mrs. Watts stated that she would specifically like help with finding authentic tasks that will allow her students to use the skills she teaches and relate them to the real world.

 After Mrs. Watts participated in the LoTi survey, she completed a Change Adopter survey to evaluate her opinions regarding implementation of new technologies in her classroom and how open she is to receiving coaching in technology use. Based on her survey result and a personal conversation, she indicated that she is open to learning about new technologies and would like to receive personalized coaching with a technology coach. She also said that she would like more time to collaborate with her colleagues about tools that they find beneficial in their classrooms. She stated that the biggest factor that prevents her from using technology in her classroom is internet issues.

Beglau et al. (2011) states that when teachers do not effectively integrate all aspects of technology in the educational process, today’s students are not fully engaged and miss out on authentic learning experiences emphasizing collaboration, creativity, and innovation. This leads to students who are unprepared to be productive digital-age citizens and participants in the highly competitive, global, digital workplace (p. 1). Mrs. Watts is willing to learn what is necessary to help students be prepared for the changing world. She is most comfortable with implementing tools and resources that she knows have been successful for others. Mrs. Watts fits the description of an early adopter. When asked how she felt about new technology programs being introduced at grade level meetings, she said her first thought is typically, “This could be great, but I need to see it in action” indicating that she is interested, but not fully on board.

The coach and Mrs. Watts will meet at least three times during the beginning of the second nine weeks of school in October 2016 to begin discussing a tool that can be implemented into her language arts class. The coach and Mrs. Watts will continue to meet at least once per week throughout the first semester to continue coaching as needed. Mrs. Watts will be encouraged to keep a journal of her technology use so concerns can be discussed at future meetings. After she feels comfortable with the new technology tool, she will decide if she wants the coach to instruct a model lesson with her students, or if she would rather the coach observe her teaching a lesson. After the tool has been implemented with students, the coach and Mrs. Watts will discuss the usefulness of the coaching sessions and future steps need to continue technology change. Jim Knight (2007) states that the partnership approach gives coaches and teachers equality ensuring both have choice, voice, dialogue, reflection, praxis, and reciprocity (p. 37). Based on this approach, the coach will ask Mrs. Watts to share any advice, critiques, or concerns that she has regarding these coaching sessions. This will ensure that the coach continues to grow as well.





**References**

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