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Individual Teacher Technology Assessment

Background

My interviewee is a teacher with twenty plus years of experience. This teacher teaches math, and has students from all grade levels. The teacher is extremely familiar with Common Core mathematics standards for all grade levels. The teacher had these standards posted in the classroom. She also stated she had received an immense amount of training on Common Core math.

Technology Perspective

One thing which was important to the teacher was ensuring students were using technology in her classroom. However, she was hesitant because she wasn't sure she was utilizing the technology as she should be. She was also hesitant because she was unfamiliar with using many of her resources such as iPads. She also felt she needed more training on her basic troubleshooting skills.

The teacher felt in order to keep up with the changing education field, it was imperative for her to learn and make adjustments to her instruction. After discussing LoTi with the teacher and through the questionnaire, the teacher stated she had no idea there were technology standards which she could be using in her classroom. She felt confident she was able to provide students with meaningful lessons which met standards. She also was sure of providing students with lessons that go beyond knowledge and comprehension.

When we began discussing the learning tasks, the teacher began determining she needed to rethink some of her instruction and begin integrating technology in a different way. She felt she didn't provide students with enough open-ended problems. She also felt she didn't provide them with any simulations or real-life situations. Her main use of

technology is drill and practice and games. She did feel she provided students with cross-curriculum opportunities and was extremely culturally responsive when it came to her student needs.

In many lessons, she felt her students were not creating enough. She often felt they were just practicing skills and probably getting nothing from what they were doing on technology. She also wanted to begin to take a step back and allow students to explore on their own instead of always helping them along. She also wanted to work more on collaborative learning groups as opposed to individual or partner learning.

The teacher did provide constant feedback to students. She also provided them with performance based assessments even though many of them did not incorporate technology.

Access to Technology

The teacher has access to three student desktop computers. There are also two iPads and a laptop for student use in the classroom. The library has four computers which can be used for research. In addition to this, the computer lab is available for students during the class activity time. The classroom also has a Smart Board. The teacher felt she had enough resources to accommodate any projects or lessons she would like to do.

One of her biggest fears with using technology in the classroom was she would break something. She felt uncomfortable having to use technology beyond the program she uses on a day to day basis. She also feared the students would break something and she would not know how to fix it.

Perception of Coaching

The teacher I interviewed was open to being coached. She felt being coached would increase her comfort level with technology. She also felt this would enhance her classroom instruction making her students more engaged. She was open and excited about the changes she could bring to her classroom.

Before I approached the teacher, I decided to use the Dynamic Planning (Knight, Throop & Beauregard, 2013) process as my coaching method. I felt this would be an effective strategy because it is simple. I felt something simple would make the teacher feel more comfortable with the process. After we discussed what she wanted to be coached on, we listed each of those items on note cards. Then, we arranged those in the order which would be most beneficial to her. The first being troubleshooting, the second finding resources, and the third adjusting her lesson plans. I then had her determine how much time she had available to spend on each of these tasks. I felt this would make her more dedicated if she didn't feel obligated to complete these tasks, but want to. Both of our names were on the cards as being responsible for completing the tasks.

Needs Statement

After talking with the teacher, she began to open up and talk to me about what she would like to be better at as far as using technology. The first was basic troubleshooting such as connecting to the internet. Additionally, she suggested discussing how to find resources on the internet she could use in the classroom. Finally, we discussed reviewing her current lesson plans and incorporating more of the items from the questionnaire into them.

Theory of Change

In order to ensure the teacher felt comfortable and was willing to accept help, I allowed her to set up a time and place where we could meet. It was important to make her feel like she was a stakeholder not someone who was being criticized. Next, we viewed some lesson plans relating to her content area in which she had considered implementing, but didn't due to her lack of knowledge with technology. Finally, after talking for a while, she came up with suggestions for what she would like help with.

It was important to gain the trust of the teacher. It was also important for her to believe she was truly going to benefit from our coaching sessions. I had to ensure her that I wasn't trying to get an upper hand on her. When she felt comfortable she began making suggestions. I feel as we continue to work together, she will eventually adapt all of the changes necessary to enhance her classroom instruction as she would like.

Returning the Favor

Since this teacher is a veteran, I felt she had things to offer me also. As we continued to talk, I sought advice from her. I wanted her to coach me on some strategies she used in her classroom. One of the strategies was the way she taught multiplication. Another wonderful thing she does in her classroom is her centers. Therefore, after sharing my compliments of how great she is at these things, we made a trade. She will coach me, and I will coach her!

References

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Appendix A

Teacher Technology Assessment – LoTi

Teacher Name: _____

Date: _____

Content and Learning Goals

1. Does the teacher present content in a standards- based (district, state, and/or national technology and content standards) form?
2. What level of Bloom’s Taxonomy is present throughout the lesson?
3. Do students move beyond knowledge and comprehension?

Learning Tasks

4. Is the teacher providing authentic and meaningful opportunities for students?
 - Do students use real-life or simulated scenarios?
 - Do students assume adult or professional roles?
 - Do students use a complex set of thinking or problem solving skills?
 - Do students use technology which could be used in the workplace by adults?
 - Are students faced with open-ended questions?
 - Are students faced with ill-faceted problems which often have unpredictable solutions?
 - Do students produce products they care about?
5. Is the lesson student-directed?
6. Does the teacher use elements of other content areas?
7. Is the lesson culturally-responsive?

Student Roles

Running head: INDIVIDUAL TEACHER TECHNOLOGY ASSESSMENT

8. What role (explorer, teacher, producer) does the student(s) take during the lesson?

Teacher Roles

9. What role (facilitator, guide, co-learner/co-investigator) does the teacher take on during the lesson?

Social Interactions

10. Are students working in a collaborative environment or alone during the majority of lessons?

Assessment

11. Are performance based assessments being used in the classroom?
12. Are students receiving feedback throughout the lesson?

Appendix B

Teacher Adopter Assessment

1. Does the classroom have a positive climate for learning?
2. Does the school have a positive climate for learning?
3. Does the educator have a clear understanding of the purpose?
4. Are resources available for the educator to use?
5. What other resources may be necessary to implement a new program or assignment in the classroom?
6. What challenges is the teacher facing due to a lack of experience with technology?
7. What other challenges is the teacher facing i.e. time constraints?
8. What is the support system in place to help address communication during the process?