

Individual Teacher Technology Assessment Narrative

Tiffany Gibson

Kennesaw State University

A third grade teacher at Westside Elementary School answered two surveys that were intended to assess her current level of technology use and attitude toward adopting change. Mrs. D is in her 13th year of teaching and considers herself an effective teacher that is willing to use technology. I chose to assess and coach Mrs. D because she generally uses technology and she basically seemed to think that I would not be able to offer any real suggestions or help because she already uses technology and likes it. Mrs. D's class is a summer school class with nine students. Students that are included are Early Intervention Program (EIP), English Language Learners (ELL), and students with disabilities (SWD). Mrs. D has many digital tools available to her on a daily basis including a SMART board, a classroom set of iPads, four desktop computers, a teacher iPad, and a teacher laptop.

Mrs. D answered all of the questions on the survey of technology usage that is based on the Level of Technology Integration Framework or LoTI. The survey had one open ended question, one question that had participants rate on a scale based off how often they use digital tools for communication, and the other eight questions used a scale of Strongly Agree, Agree, No Opinion, Disagree, or Strongly Disagree. Mrs. D indicated that she uses digital tools to communicate with students, parents, and administration on a daily basis. She strongly believes that digital tools positively impact student learning and achievement, and that she has support from her school to implement technology strategies in the classroom. She agrees that she know where and who to go to for support with digital resources, she has digital tools and resources available to positively impact student learning, she can identify and use emerging tools, she can use digital tools to assist with content differentiation, and she is familiar with

digital security and safety. She gave the response of no opinion when asked if the amount of time needed to prepare technology-based lessons deters me from creating them. On the open-ended question Mrs. D noted one area in which she would most like to receive training or professional development is student-centered learning.

Based on Mrs. D's answers to the Technology Usage Survey, she is a level 4b, Integration (routine) on the LoTI scale. "At a level 4b (Integration: Routine) students are fully engaged in exploring real-world issues and solving authentic problems using the available digital and/or environmental resources. The teacher is within his/her comfort level with promoting an inquiry-based model of teaching that involves students applying their learning to the real world (e.g., Webb's Levels – extended strategic thinking). Emphasis is placed on learner-centered strategies and the constructivist, problem-based models of teaching that promote personal goal setting and self-monitoring, student action, and issues resolution. Students use of digital and/or environmental resources is inherent and motivated by the drive to answer student-generated questions that dictate the content, process, and products embedded in the learning experience" ("LoTI® Framework," 2011). Mrs. D is very comfortable using the technology and digital tools. She gets students engaged in real-world problems. I feel like she may not fully be there on the learner-centered strategies, however, she is above all of the descriptors on the 4a, Integration (Mechanical) level. She will be able to continue to move up in the LoTI Framework by focusing more on student-centered learning strategies that promote personal goal setting and self monitoring.

Mrs. D also took an Adopter Level Survey. The survey was designed to determine at what point a person is willing to adopt a new technology. Her answers

indicate that she is an innovator. Innovators are interested in anything new and willing to give it a try. She indicated that she is interested in anything new and she is generally aware of technology products way before they are introduced to the market. She also indicated that she learns about technology from friends and colleagues.

McLaughlin (n.d.) lists and describes the classes of consumers. The five types are innovators, early adopters, early majority late majority and laggards. While he is not specifically talking about educational technology, his ideas are still applicable. He describes innovators as being venturesome, and interested in anything new. He says that innovators make up a very small part of the total market, but they are very important. Mrs. D is an experienced teacher and can be a technology leader in her school. She is happy to try out new technology, use technology daily, and push to learn how to better use technology for herself and her students.

Mrs. D and I will have a limited amount of time for coaching due to the shortness of summer school and of my summer semester. I have planned to coach her twice a week for two weeks. I do already have a relationship with Mrs. D, so I believe that will only help our relationship when it comes to coaching. Even though I have a relationship with Mrs. D, I want to make the most out of this experience. I will be sitting down to interview her to make sure I do not miss any needs she may have that the surveys may not have identified. Mrs. D and I will work in an equal partnership as defined by Jim Knight (2007). When Mrs. D and I met initially we discussed using iPads as the learning tool and focusing on Math as the content area. The coach will work with Mrs. D to find appropriate activities and resources that will focus on student-centered instruction, teach a model lesson, and collaboratively teach a student-centered lesson with Mrs. D.

We will use dialogue and communication skills outlined in *Instructional Coaching: A Partnership Approach to Improving Instruction*. The coaching goal for the partnership is for Mrs. D to gain a better understanding of student-centered learning and begin to implement more student-centered learning strategies into her lessons. She will strive to increase her students collaborations with others outside of the school building. The coach will work with her to help her students set personal goals and self monitor.

LoTI Level Survey Results:

Timestamp	I use digital tools to expand communication with students, parents, and administration.	I believe the use of digital resources in my classroom can positively impact student learning and achievement.	I know where (e.g., Teaching Channel, YouTube, Kahn Academy) or who (e.g., campus technology specialist, academic coach, grade level teacher, curriculum coordinator) to go to when I need support for using digital resources in my classroom.	I have digital tools and resources available to me to positively impact student achievement.	I have the support from my school to implement technology strategies in the classroom.	The amount of time needed to prepare technology-based lessons deters me from creating them.	I can identify and use emerging digital tools (productivity and support apps) in the classroom to innovate and expand high order thinking opportunities.	I can identify and use digital tools and environmental resources that assist with content differentiation, learning processes, and student products.	I am familiar with digital security and safety use of digital tools while I instruct my students.	Concerning the use or integration of technology, what is the one area in which you would most like to receive training or professional development? (Some examples may include Classroom management, Content Development, Instructional Practices, or Assessment Development)
2016/06/27 1:40:35 PM AST	Daily	Strongly Agree	Agree	Agree	Strongly Agree	No Opinion	Agree	Agree	Agree	Student centered learning

Adopter Level Survey Results:

Timestamp	1. What three character traits would your friends use to describe you? (open ended)	2. I am interested in anything new.	3. I am aware of technology products way before they are introduced to the market.	4. I learn about technology products from my colleagues or friends.	5. I carefully observe technology products and wait to adopt them until I know for sure I can get value from them.	6. I wait until I've seen technology advertisements and/or read an article about the benefits before I use it.	7. I wait until a technology product has been used by majority of consumers and the price has dropped before I use it.	8. I go by the statement "If everyone else is doing it, it must be a good product".	9. I use technology products only because I am forced to do it.	10. I am content with my current technology products.
2016/06/27 1:36:18 PM AST	Driven, knowledgeable, experienced	Agree	Disagree	Agree	Disagree	Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Disagree

References

Knight, J. (2007). What is the partnership philosophy? In *Instructional coaching: A partnership approach to improving instruction*. Thousand Oaks, CA: NSDC.

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McLaughlin, J. (n.d.). Classes of adopters: Innovators, early, late, and laggards. Retrieved June 27, 2016 from <http://study.com/academy/lesson/classes-of-adopters-innovators-early-late-and-laggards.html>