Individual Teacher Technology Assessment

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Introduction

Mrs. Wickham, an American Literature and World Literature teacher at Wheeler High School, was asked to complete both the Early Adopter and Loti online questionnaires. Both of the questionnaires were designed to assess Mrs. Wickham's comfort level with instructional technology. She is a veteran teacher with over 8 years of experience serving both Cobb and Paulding County. She has graciously agreed to participate for the technology assessment and to receiving coaching.

As an American Literature and World Literature teacher, Mrs. Wickham utilizes technology to the best of her abilities. As a self described techie, she is always interested in using the technology resources available to her, to the best of her abilities. She is always interested in new and emerging technologies, integrating such tools as Skype and Nearpod into her lessons.

Levels of Technology and Change

The first questionnaire Mrs. Wickham completed was the Levels of Technology questionnaire. Mrs. Wickham identified that she uses various forms of technology in her classroom including; teacher and student PCs, interactive whiteboard, document camera, student response system and smartphone. She believes that technology is very relevant in the classroom today, and she indicated in her questionnaire, that she uses technology outside of the classroom for collaboration. She likes to use the collaborative ability of Web 2.0 to create real authentic learning experiences for her students.

Several of the questions within the questionnaire were placed on a scale ranging from 1 to 5, with 1 representing strongly disagree or uncomfortable and 5 representing strongly agree or comfortable. In this part of the questionnaire, Mrs. Wickham revealed that she only uses digital technology about 3 times a week. When answering the question about her confidence using digital resources, she responded 1 or uncomfortable. She also went on to reveal that she utilizes technology at the "application" level. Her utilization of digital resources is focused around presentation, using tools such as PowerPoint.

After conducting the Level of Technology Questionnaire, Mrs. Wickham and I had a conversation about her responses. She revealed that although she feels very confident in her technical abilities, she feels weak in technology support and tools. She expressed the need for relevant training that helped leverage her technology skills for use in the classroom. She believes that knowing technology and how to use technology to support and drive instruction, are two entirely different things.

Technology Training Needs and Coaching

The second questionnaire Mrs. Wickham completed was the Technology Adopter Questionnaire. This questionnaire dealt with her and her students' use of instructional technology. In this questionnaire, she portrayed a person who is very interested in technology and online digital resources. According to the questionnaire, she considered herself a, "pioneer in the use of technology" (Technology Adopter Questionnaire, 2017). She indicated that she, "loves trying new technology and resources" (H. Wickham, personal communication, March 2, 2017) and she enjoys learning about the newest things in tech.

She then goes on to state that she enjoys beta testing new software, getting involved with adopting new strategies and ideas. She even went as far as to rate herself as a 5, or extremely comfortable at adopting new technology. According to Roger's Change Theory, Mrs. Wickham was identified as being an "early adopter." Although very interested in change, her responses show that she is cautious about implementing change in the classroom.

The second part of the questionnaire dealt with student use and access to technology. In this part of the questionnaire, Mrs. Wickham indicated that she believes most students expect to use technology in every lesson. She indicated that the issues with implementing technology use in the classroom, was access to technology and the internet.

Interview

After completing the questionnaire, an interview was conducted to discuss Mrs. Wickham's perception of instructional, access to technology in the classroom and her perception of coaching. Mrs. Wickham indicated that that technology is relevant in the classroom. She admits that she is technologically proficient, but only uses technology at the adaptive level in the classroom. She goes on to state that she primarily relies on PowerPoint, for her use of technology in classroom. Every so often, she does utilize the computer lab for student use. The students use the computer lab for basic projects and research using the internet and Microsoft Word.

As the conversation continued Mrs. Wickham and I discussed student access and usage in the classroom. Although she is pretty technologically savvy, she has difficulty transferring her confidence into the classroom. She indicated that one area that has remained an issue, is

getting access to digital tools. The school is not a 1:1 school and as such she admitted it can be difficult to use technology into the classroom everyday. Her class often has to leave the classroom and use computer labs for even basic digital assignments. Her lack of access has been an issue at the school and remains a challenge.

As previously stated, PowerPoint is often used in the classroom, Mrs. Wickham is very interested in integrating new technology into the classroom. Her openness to emerging technologies has allowed her to convince the administration to purchase Nearpod for her professional learning community (PLC). She has always been very interested in emerging technologies, but has voiced her concern about how to leverage technology in the classroom.

Mrs. Wickham agreed to offer whatever assistance she can to make this experience a success. She has agreed to educate the coach on the content and pedagogy associated the material taught in her class. She also accepted to provide feedback about the experience and enable the coach to receive valid insights into best practices. The experience will be mutually beneficial for the both the coach and the teacher.

Needs Statement

Mrs. Wickham does integrate technology into her classroom, but she does so on a lower level, as indicated on the LoTi scale. She has embraced new technologies when required to, but has had difficulty integrating new technology effectively into instruction. During our conversation, we discussed moving beyond "adopter" and using technology for more than just PowerPoint. After reviewing several substitutions for PowerPoint as a teacher and student presentation tool. Mrs. Wickham expressed interest in Microsoft Sway. Sway appealed to her as

an presentation tool, because of her interest in utilizing Web 2.0 in instruction. We agreed to conduct coaching on SWAY for the first meeting. We planned to go over Sway and then determine if it would be possible to model the execution of a Sway lesson by both of us. The plans were not officially made for this aspect of the coaching.

The second area of need, is digital assessment tools, more specifically iRespond, Cobb Teaching and Learning System (CTLS) and the Flexible Formative Assessment System (FFAS). These systems are a requirement, set by the county and the school. Mrs. Wickham expressed her interest in supporting the county initiative, and using technology for both formative and system assessment data analysis. Coaching in assessment tools is not only a good idea, it is a great way to fulfill the requirements of the TYKES assessment, in the are of data, assessments and differentiation. We determined that digital assessment tools would be conducted on the second coaching meeting and also at our next PLC meeting. Since digital assessment tools is a requirement for everyone in the building, we thought that maybe it might be nice if we were able to present it to rest of the staff. Mrs. Wickham indicated that she may be interested in presenting it, as a way to test her instructional technology skills.

Access to digital technology and the network, was an area of concern, according the questionnaire. To address the issue of technology access in the classroom, Mrs. Wickham and I will tackle the bring your own device (BYOD) initiative. We will begin by working together to create lessons that utilize multiple technology tools to address the needs of her students. Mrs. Wickham will be coached in how to use the BYOD network, digital age tools and apps to increase classroom access to technology. For this particular coaching tool we agreed to have the coach come into the classroom and model for the class. Access to the internet for BYOD

devices would be carried out through classroom instruction by the coach. The teacher agreed to participate by taking notes and evaluating the coaches techniques. Jim Knight (2007) refers to this part of the process as, "you watch me" (p. 29). This part is extremely important, because you can only learn so much from the manual, you have to experience for yourself to really understand it (Knight, 2007).

Mrs. Wickham appears extremely receptive to the coaching experience. She is very interested in leveraging new technologies to support teaching and learning. She is also interested in passing on her new knowledge to support the rest of her PLC. We discussed and agreed upon coaching meetings every Monday for a month, on each of the earlier stated needs. We also agreed that the coach would make time to modeling digital activities with the class, as schedules permit.

Although she appeared extremely interested, I could tell that she had some concerns about the process. I assured her that I would follow Knight's (2007) partnership approach with special attention paid to equality and encouragement. After a brief explanation of the partnership approach and peer coaching, I could tell her mind was at ease. Her enthusiasm and technical background will make this coaching experience a rewarding one, for the both of us.

References:

Wickham, H. (February 2, 2017). Personal communication

Knight, J. (2007). *Instructional coaching: A partnership approach to improving instruction*.

Thousand Oaks, CA: Corwin Press.

Artifact A:

Technology Adopter Questionnaire

https://docs.google.com/forms/d/e/1FAIpQLSfgKSaRKu3Wxs3DZhfKRTZlt0wwArG6R0I9

RSUCo8sjPj_cow/viewform

Technology Adopter Questionnaire

With regards to using new technology......
* Required

* Required

Email Address *

Your answer

Answer these questions about yourself

Do you wait until technology integration is required before you use it in your class? *

◯ Yes

◯ No

Do you enjoy being a "beta tester" or do you prefer using the new technology after all of the kinks are worked out? *

◯ Yes, I enjoy pioneering new technology regardless of how reliable it is

◯ No, I would prefer that the systems have been fully develpoped before incorporating them into my lesson plan

Do you tend to try new technology in your class to see if it will be useful to your class at the risk that it may fail, or do you wait for other teachers to try it out first? *

○ I love trying new technology, I want to be first

○ I really want to see how other teachers utilize the technology before I use it

Does hearing exciting buzz about new technology encourage you to try it in your class? *

○ Yes

○ No

○ Sometimes

Do you feel that technology use is relevant/important to your classroom? *

○ Yes

○ No

○ Sometimes

Within the past academic year, have you provided online access to any course materials or activities? *

○ Yes

○ No

Would you recommend the integration of instructional technology to a colleague?

◯ Yes

◯ No

If you answered "Yes" to the question above, would you consider modeling the use of a technological tool or resource in your classroom to a teacher or group of teachers? *

◯ Yes

◯ No

◯ Maybe

How comfortable are you with adopting new technologies and incorporating them into your teaching on a scale of 1 to 5? *

	1	2	3	4	5	
Not Comfortable	◯	◯	◯	◯	◯	Extremely Comfortable

It is important to integrate technology with traditional teaching methods *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

I select and use appropriate technologies that are particularly suited to the subject that I teach *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

The use of technologies in my classes increase student achievement and retention *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

I would like to use technology more effectively in my teaching *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

I use little or no technology in my classes now, but I wish to use in the future *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

About your students:

Please indicate if you agree or disagree with the following statements about your students

My students expect some element of technology in their courses *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

My students have the technology skills needed to succeed in my course. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

My students have adequate network access outside of class *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

Please use this space if you have additional comments or concerns regarding your students' needs, skills or access to technology or networks. *

Your answer

SUBMIT

Never submit passwords through Google Forms.

Artifact B:

LoTi Questionnaire

https://docs.google.com/forms/d/e/1FAIpQLSdijTIs9VEeW30AYdbF0Jv0KIYn8Qs4JGEpfX

OmsEPn8cSEvw/viewform

LoTi Survey

To evaluate the Level of Technology Implementation within your classroom.

* Required

Email address *

Your email

1. How many years of teaching experience do you have in education?

○ Less than 5 years

○ 5-9 years

○ Ten - twenty years

○ More than 20 years

2. What technologies are currently available in your classroom? Please check all that apply. *

☐ Teacher PC

☐ Student PC

☐ Interactive Whiteboard

☐ Document Camera

☐ Projector

☐ Student Response System

☐ Tablets

☐ Smart Phone

☐ Other

3. Out of the technologies used in your classroom, do any of them facilitate collaboration with students, teachers, or experts outside of the classroom? *

○ Yes

○ No

○ Other

4. Which of the following would best describe the way students collaborate using digital resources in your classroom? (Check all that apply)

☐ Make inferences and ask questions based on a teacher-provided prompt.

☐ Create solutions to real world problems that affect their community.

☐ Use social media to pursue inquiry-based learning opportunities.

☐ Resolve an issue of personal or social importance.

☐ Set self-directed goals with me (individual goals) or with peers (group goals).

☐ None of the above

5. Do you feel that technology use is relevant for your class? *

○ Yes

○ No

6. During the course of a week, how often do students interact with technology for instructional purposes? *

	0	1	2	3	4	5	
No interaction	○	○	○	○	○	○	Everyday

7. Using the scale to indicate how comfortable you feel about using instructional technology. *

	0	1	2	3	4	5	
Not Comfortable	○	○	○	○	○	○	Very Comfortable

9. I feel confident in my ability to find and utilize digital resources for my classroom. *

	1	2	3	4	5	
Strongly Agree	○	○	○	○	○	Strongly Disagree

School Climate

10. I believe my voice is acknowledged and valued at my school. *

	1	2	3	4	5	
Strongly Agree	○	○	○	○	○	Strongly Disagree

11. I design units/lessons that provide opportunities for students to work on the skills that are addressed by the technology standards for students *

○ Always

○ Sometimes

○ Never- I did not know there were technology standards

12. What is the primary way students use technology in your classroom? *

○ Remember /recall basic facts- ex. BrainPop,Kahoot, etc.

○ Understand- ex. Google classroom or other online discussions, etc.

○ Application- (powerpoint/google slides presentation, Vlogs, etc.)

○ Analysis- compare/contrast information ex. explain everything, graphic organizers/thinking maps, google drawings, etc.

○ Evaluate- argue, defend, judge- infographics/blogs, etc.

○ Create- imovie, animoto, video creation

13. Which of the following could help you utilize more technology in your class? *

☐ Formal trainings

☐ Informal technology share sessions - lunch share groups, staff meeting share groups

☐ Media specialist/technology coach or school techies- model technology enhanced lessons

14. What do you perceive as the greatest obstacle for advancing your use of technology resources in your instructional settings

○ Lack of staff development opportunities

○ Lack of access to digital resources

○ Time to learn, practice and plan

○ Required instructional priorities (state wide testing, new text book adoption)

○ None

Send me a copy of my responses.

SUBMIT