Teacher Technology Assessment

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**Teacher’s Perspective**

 The teacher selected for technology coaching is himself a technology fan. He follows current trends in technology usage for his personal life, maintains a blog with helpful materials for his students, and does not spurn the use of mobile devices in class. He often utilizes collaborative digital tools like the Google Drive platforms for professional purposes. As a special education co-teacher, however, his use of educational technology tools with students is limited by his need to fulfill the lesson plans as set forth by the lead teachers in the classes he co-teaches. Lack of direct training further limits his educational technology tool usage (personal communication, February 10, 2015).

 The initial meeting with this teacher revealed that one area is of critical concern to him: in his co-taught Algebra courses, the special education students are lagging far behind their on-level counterparts. Fortunately, they all have daily access to mobile devices and to two desktop computers as well as intermittent access to computer labs. Because he is open to technology usage and fully welcoming of technology coaching (personal communication, February 10, 2015), convincing this teacher to utilize that technology to improve student learning was an easy sell, but the barrier of the lead teachers’ lesson plan design remained. Nevertheless, methods to help his students have been identified, and he is beginning to employ them. The coaching sessions are ongoing, and he has begun to share his own expertise in Excel functionality and personal technology tool usage. He has also taken ideas presented during coaching and run with them, reporting back new methods of implementation.

**Teacher’s Technology Integration Profile**

 In response to the LoTi questionnaire (Gray, Durbin, Haney, Haskins, Irving, & Miller, 2015b), the teacher reported “Agree” to the survey statement, “I know and use effective web tools that maximize student learning.” This response is likely in reference to the teacher’s use of

a teacher blog on which he posts supplemental materials. He also reported “Agree” on two other statements: “I am comfortable helping other educators use technology” and “I develop surveys to gain feedback and make data-driven decisions regarding lessons and projects.” It is not surprising that this teacher helps others with technology; he is an avid personal technology user with significant background in disassembling and reassembling electronic devices. His use of surveys with students is a recent development informed in part by the coaching sessions. The teacher selected “Neutral” in the remaining seven categories, which altogether support the interview finding that this teacher simply needs some direction with student technology usage and more autonomy with lesson planning for his special education students.

**Teacher’s Adopter Profile**

To further support the interview and Levels of Teaching Innovation (LoTi)-based assessment (2013) that, given the direction and opportunity, this teacher is highly likely to adopt innovations for his students, the Innovation & Ideas Adoption Survey (Gray, Durbin, Haney, Haskins, Irving, & Miller, 2015a) was administered. The teacher reported that he “use[s] some of the technology tools” available to him, “sometimes help[s] others with technology tools available [and] online,” “sometimes read[s] research [and] implement[s] new strategies,” “know[s] some technology specific to [his] content area” and “sometimes…willingly attend[s] professional learning sessions [focused] on technology.” These replies suggest that this teacher is increasingly interested in technology tool implementation and will readily adopt proven and effectively-introduced methods and tools.

**Needs Statement**

 Because of the time constraints and planning limitations for the teacher, it is important that coaching emphasize highly-effective and easily-implemented supplemental tools that students can access on their readily available mobile devices. The teacher’s inability to plan the entirety of his students’ learning experiences in the math class informed coaching that has already emphasized Memrise.com usage for vocabulary development, the flipped classroom model for helping students work problems in class rather than at home, and the utilization of Google Forms for data collection. Future emphasis will be placed on continuing to use Google Forms surveys for formative assessment data and the incorporation of the Framing Routine (Knight, 2007), with a goal of encouraging students to make connections and distinctions during and across units of study. For the remainder of the semester, biweekly coaching sessions will take place in the teacher’s office and will be augmented by regular email and text message communication.

References

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