Individual Teacher Technology Use Assessment

Christa Evans Heath

ITEC 7460

Kennesaw State University

A 7th grade science teacher at Holcomb Bridge Middle School has been taking part in a technology coaching program. Ms. L is in her third year of teaching and was quite eager to receive coaching in regards to technology. This is due to Fulton County School District and Holcomb Bridge Middle School 21 st Century technology initiatives along with receiving a technology mini-grant. Ms. L used her mini-grant along with donations from the Donor Choose web site to purchase 6 iPad minis for her room. Ms. L teaches a variety of science classes ranging from Gifted/TAG, On Level, ESOL (English Speakers to Other Languages) and Special Education. As Ms. L wants to be a leader in technology integration her classroom is reflective of this desire besides her iPads, she has four desktop computers, a Promethean Board, a teacher laptop along with a teacher IPad.

Prior to the start of coaching, Ms. L answered nine questions in a Technology Adopter Survey. Based upon her answers to the questions, Ms. L ‘s answers reflects she may not be someone who is on the cutting edge in the area of technology for her own personal use. However she does try to integrate technology in her instruction and student learning as much as possible. Ms. L does have interesting view point in regards to technology in education and today’s students. Being a younger teacher, she does not believe or worry her students will know more about technology than herself. This belief will be beneficial as she goes through coaching sessions because there will not be a fear she will not understand new technology being introduced and it undermine her role in the classroom. At the same time, Ms. L does not believe online education is in the best interested for students. Ms. L is one of a few teachers at her school which have become certified to use BYOT (Bring Your Own Technology). While Ms. L may not be an early adopter in trying new technology before others in the sense of being an innovators. Greg Orr in his review of Everett Rogers’s *Diffusion of Innovation* states, “Early adopters use the data provided by the innovators’ implementation and confirmation of the innovation to make their own adoption decisions” (Orr, 2003). Ms. L implements new technology devices, practices and resources in her classroom after it has been modeled for her. While she may not see herself as an early adopter or a technology leader, Ms. L willingness to take the leap and adopt new ideas in her classroom puts her ahead of many. I would classify her as part of the Early Majority.

Ms. L additionally participated in a survey regarding Levels of Technology Integration Frameworks (LOTI). The survey gathered data in regards to technology use in the classroom. The participants were prompted with answers on a 5 point ranged from 1= “never” to 5 = “every day”. Of the 10 questions asked, Ms. L answered six of the questions with a 3 which equals to “once a month”. Ms. L‘s students use technology and digital resources at least once a week in the classroom to conduct research.(3) On the most part, technology and digital resources are used at least once a month for a variety of purposes including developing critical thinking skills, web based projects and developing creative and innovative ways to use the technology. While Ms. L listed these uses as just once a month, this does not mean technology is just used one time a month.(4) The students engage with technology and digital media throughout the month for a variety of purposes. Summative and formative assessments administer using digital tools is only occurring once a semester. (2) Students in Ms. L’s classroom are not utilizing technology to collaborate with experts in their content area or anyone outside of their community or globally. (1)

In reviewing the LoTi Frameworks (2011), Ms. L is moving between a Level 3 (Infusion) to Level 4a (Integration) based upon feedback from the Technology Usage Questionnaire. Ms. L models to her students the safe and ethnical usage of technology. This is representative of lower LoTi levels of Awareness and Infusion. Her students’ use of technology on a weekly basis to complete research along with the student incorporating these tools to develop critical thinking skills in creating products to answer authentic problems is reflective of a LoTi level of Integration. Ms. L is working to acquire new skills to push her classroom to where technology is routine and student drive their learning to be more collaborative nature in a authentic problem solving environment through the use of technology.

While Ms. L is eager to use technology in and with her student taking part in coaching will increase her comfort zone along with usage and adoption level. She has worked with coach February and March of 2014 meeting at least once a week. Working partnership with her coach, Ms. L developed goals in ways to use technology in a more authentic approach and as a solution to help a student who has some behavior challenges. At these weekly meetings, Ms. L brings her weekly lesson plans and ideas in which she would like to use technology. This process ensure she has a voice in the partnership which is important in a partnership approach according Jim Knight (2007). The weekly meetings allow both partners to bring new ideas to the discussion and learn from each other. When Ms. L implements a new skill to her instruction, her coach observes the class to provide feedback and assistance if needed. This coaching plan with feedback and support will allow to Ms. L to become more and comfortable in expanding her usage and develop higher levels of technology integration in her classroom.

TECHNOLOGY USAGE QUESTIONARIE RESPONSES

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| **How often do you use digital tools and resources to develop critical thinking in your students?** | **How often do you model the safe, ethical, and legal use of digital tools and resources?** | **How often do your students use digital tools and resources for research?** | **How often do your students use digital tools and resources to collaborate with experts in your content area?** | **How often do your students use digital tools and resources to participate in local and global learning communities?** |
| **Once a month** | **Once a month** | **Once a week** | **Never** | **Never** |

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| --- | --- | --- | --- | --- |
| **How often do your students use creativity and ingenuity to develop innovative ways to learn using digital tools and resources?** | **How often do your students work on collaborative projects using digital tools and resources?** | **How often do your students work on web based projects?** | **How often do you use digital tools and resources for formative and summative assessments?** | **How often do you research and evaluate new technology tools (ie. Hardware, Software, Interactive Web (Web 2.0, etc.)?** |
| **Once a month** | **Once a month** | **Once a month** | **Once a semester** | **Once a month** |

TECHNOLOGY ADOPTER QUESTIONAIRE RESPONSES

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **I use technology for instruction in my classroom at least twice per week.** | **My students use technology that they provide at least twice a week** | **I usually try new products before other people do** | **I like to be the first among my friends and family to have the latest technology** | **My students use iPads or similar devices at least twice a week** | **I use a flipped classroom model with my students at least twice a week** | **I am afraid the students will know more about the technology we are using than I do.** | **I usually try new products before other people do** | **I believe that online education can be the best option for some students** |
| **Strongly Agree** | **Agree** | **Neutral** | **Neutral** | **Agree** | **Strongly Disagree** | **Disagree** | **Neutral** | **Disagree** |

References:

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