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**1. Introduction**

 The subject of this individual teacher technology use assessment is a woman that will be referred to as Ms. M. Ms. M. is an older teacher, most likely in her late fifties to early sixties. Although she has been teaching fifteen to twenty years, she took a number of years off in the middle of that span to stay at home and raise her children. Ms. M. is in the Social Studies department at Carlton J. Kell High School, which is a part of the Cobb County School District in Marietta, Georgia. Carlton J. Kell High School is twelve years old, and in that time period, has had four principals. The Governor’s Office of Student Achievement (2011) lists Kell High School as having ten percent of its population in Special Education programs and one percent as being in English to Speakers of Other Languages programs. Ms. M. teaches ninth grade Pre-AP Social Studies, which is a class targeted to those students who will go on to Honors and Advanced Placement courses. Each of these classes has between thirty and thirty-five students.

**2. Assessment**

 Ms. M. was assessed utilizing two online surveys. The first survey was one containing LoTi-type questions. In this survey, Ms. M. indicated that she had been given adequate access to technology training by Kell High School. She further indicated that she utilizes the Synergy gradebook and attendance program, an EduBlog to communicate assignments to students, and email to communicate with parents. Ms. M. indicated that interactive voting devices, school owned computers, a projector, and student owned mobile devices are utilized in the classroom. However, in the interview that followed this assessment, Ms. M. indicated that she does not allow students to utilize mobile devices in the classroom (personal communication, March 3, 2014). Ms. M. utilizes or directs students to utilize test preparation sites, Google Apps, PowerPoint presentation software, web resources, and video resources. Further, Ms. M. indicated that digital resources are incorporated into class time on a weekly basis with student online collaboration taking place on a biweekly basis and student work displayed on the web on a monthly basis. However, a brief conversation with a student, Sam, in one of Ms. M.’s classes indicated that while Ms. M. makes use of PowerPoints on a daily basis, students do not collaborate with one another digitally nor is their work displayed on the web (personal communication, March 7, 2014).

 The second survey done by Ms. M. was to assess her adopter level on technology. Ms. M. does not own a smart phone and reported waiting until most people she knows have new technology and have tested it prior to purchasing new technology on her own. Devoting time to learning new technology is not reported as a priority, and Ms. M. has purchased only a desktop computer in the last two years. While Ms. M. does not feel any barriers to using technology exist, she is concerned with the limited amount of class time to incorporate new technology at the expense of content instruction. In terms of school vision, Ms. M. does believe that Kell High School has a vision for the use of technology, expectations for the use of technology, and technological resources available to support these. Ms. M. further indicated supporting the school’s vision for the use of technology and that technology integration does improve student learning and achievement. Ms. M. learns about new technologies primarily from innovative colleagues and students, instructional technology specialists, family members and friends, and her own Internet research.

**3. Interview**

 An interview was conducted with Ms. M. to establish her perception of technology in the classroom, her perception of access to technology in the classroom, and her perception of teacher coaching (personal communication, March 3, 2014). When asked about her perception of technology in the classroom, Ms. M. stated that technology is useful. Ms. M. utilizes PowerPoint notes in the classroom on a daily basis with students doing chapter assessments in their textbooks as homework. Every few weeks, Ms. M. takes students to the media center to utilize computers there for Internet research on primary documents and to do WebQuests. Students also do an “article of the week” assignment most weeks where students have to find an article relating to the topic of the week via an Internet news site and report on it. Ms. M. stated that she does not really believe that she has much access to technology in the classroom. Although iRespond (classroom clickers) are available to each teacher in the school, Ms. M. does not utilize these. As previously stated, she relies primarily on PowerPoint notes, which are given utilizing the classroom projector and her laptop. Although the principal has stated this year that students may use smart phones in the classroom for learning purposes, Ms. M. follows the initial school policy from two years ago that no electronics may be used by students. As for Ms. M’s perception of teacher coaching, she stated that she has not really seen much of this, but that in her opinion, it would be presumptuous of her to attempt to coach another teacher.

**4. Needs Statement**

 While Ms. M. does incorporate technology on a lower level according to the LoTi scale, some improvements could be made. Ms. M. has actively fought against utilizing iRespond or any other online testing for students. This has caused issues for her with administration who are pursuing instant feedback for students in every classroom. One of Ms. M.’s areas of need is to facilitate use of online testing. The plan for that is to utilize Socrative, an online testing service. Socrative is free and is able to be accessed using a computer or a personal electronic device. Given Ms. M.’s resistance to student use of personal devices in the classroom, it will most likely be necessary for a computer laboratory to be booked for that. For this part of technology incorporation, the target date is the end of March.

A second area of need is student use of technology. Although technology is utilized in the classroom on a daily basis, the use is by Ms. M. and student use is limited. While students like Ms. M., they tend to find some of her strategies old-fashioned (Sam, personal communication, March 7, 2014). As such, a possible remedy to this is establishing a course Wiki for at least one of her classes such that students could communicate and collaborate on a project for April. It will be necessary to book computer laboratory time for this endeavor as well.

Although Ms. M. appears receptive to being coached as a means of helping a colleague, her overall attitude towards coaching may not be as open as it appears. It is necessary to stress Knight’s (2007) partnership approach with careful attention paid to equality. At no time should Ms. M. feel as though she is being pushed into implementing these changes. Additionally, it will be necessary to approach Ms. M. as a master teacher who can share some insights into the coach’s classroom as well.

References

The Governor’s Office of Student Achievement. (2011). *2010-2011 Report card: Kell high school.* Retrieved from: <http://www.gaosa.org/FindASchool.aspx?PageReq=106&TabRequested=SchoolScoreBo> ard&FromSection=report&ScoreBoardId=2&SchoolID=37352&SY=2011

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