Individual Teacher Technology Assessment Narrative

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Mrs. S is a seventh grade social studies teacher at Dalton Middle School and she is in her twelfth year of teaching. She completed two surveys to assess her knowledge and familiarity with the Levels of Technology Integration (LoTi) and her comfortableness with adopting change. She was identified as a teacher in the school who had access to 1:1 devices, but was unsure of how to utilize them best and was seeking guidance.

In the completion of a technology usage survey that focused on the Level of Technology Integration Framework Mrs. S showed evidence of currently belonging to Level 1 Awareness and Level 2 Exploration. These lower levels of LoTi show that she is aware of technology and is wanting to explore with it in the classroom, but it unable to take it beyond this stage. Mrs. S indicated that she is uncomfortable in using technology with her students to connect with other learners and experts outside of the school which is needed to reach a LoTi level 5. While she agreed that her students had equitable access to technology, which they do with the 1:1 devices provided to them, she felt clueless and unsure as to how to best use the technology to enhance her lessons with her students. While she utilized the technology in her classroom, she indicated that it was only once a month or once a semester so she felt the access to a technology coach would be beneficial to her in her implementation of technology integration in the classroom.

In addition to identifying Mrs. S' LoTi level, she also completed a survey to determine her openness to adopting new technologies and changes in her teaching practices. Overall, the results indicate that she is open to change although she clearly is hesitant and not the first to try new technologies out in her classroom. This classifies her as a Late Majority Adopter as described by the Change Theory of E. Rodgers (Diffusion of Innovation Theory, 2013). Mrs. S clearly noted that she would prefer to see a new technology implemented in another classroom before attempting to do the same in her own class. Up to this point Mrs. S stated that she has

primarily used technology for research based activities and educational games. Her attitude

toward change seems positive as long as there is a strong supportive and encouraging presence to

guide her through each step. She feels that the lack of knowledge and proper training is holding

her back from being more comfortable and successful with technology in the classroom.

To follow up the survey results, an interview was conducted with Mrs. S to clarify any

thoughts and identify her perceptions and thoughts on technology and coaching. Due to the level

of trust between the interviewer and interviewee, the answers were honest and open. When

asked about her thoughts on technology in the classroom, Mrs. S responded that "Our district has

done a great job getting technology in the hands of teachers and students, but they kind of forgot

to tell me what to do with it" (personal communication, October 9, 2015). To clarify, she was

asked if she would be open to one-on-one peer coaching to strengthen her knowledge and skills

and she seemed excited and asked when she could start. This indicated that Mrs. S was open to

coaching and she expressed that she would prefer to do this in a small group environment

because she wanted "to get the most out of the coaching" (personal communication, October 9,

2015). Upon furthering questioning it was determined that she was looking for things

specifically related to her content and the types of activities used in her classroom. She

expressed frustration in training sessions where she walks away with cool ideas that she cannot

implement in her own classroom. The opportunity to have 1:1 devices for her students was

something that Mrs. S was excited about moving into the coaching sessions because she would

not have to worry about having to check out a cart or reserve the media center computers in order

to accomplish something with technology. It was determined that the coaching would take place

2-3 times per week during common planning time.

Moving Mrs. S from a LoTi level of 2 to a level 4 or higher and increasing her confidence and knowledge base of technology resources and tools are the primary goals that have been identified through the survey and interview data collection. To accomplish these goals, biweekly coaching sessions will take place on Monday and Wednesday of each week during common planning time with informal meetings also available if needed before or after school. A peer coaching approach is the plan to best prepare Mrs. S for becoming more confident. To make this happen opportunities will be available for her to observe the coach implementing different tools and techniques in their class (Knight, 2007). Mrs. S wants to walk away from this experience with a toolbox of tools that she is able to utilize in the classroom with her students. Mini-tutorials will be assembled for Mrs. S to explore on her own to identify a handful of tools that she feels would best fit with her content. From those, a larger lesson will be designed together to incorporate a more technology and achieve a higher LoTi level.

APPENDIX: Survey Results

Teacher Results for LoTi Survey

Timestamp	How do you feel about using technology to connect your students to the community outside our school?	How often do you use technology to support students in connecting globally with other learners?	Will the use of technology instructional coach be beneficial for you?	My students use technology to enhance learning that is applicable to real-world experiences.	How comfortable are you with the use of technology resources in your classroom?	Does your school system provide professional technology leaders for all system personnel?	How do you feel about the use of technology in the classroom?	Do you feel that your students have equitable access to digital materials and tools?	My students use available digital tools and resources for research to solve issues and problems that address specific content standards.	Are you familiar with the LoTi levels and how they can help student achievement using project based learning? Please explain.
10/6/2015 15:55:05	Uncomfortable	Not very often	Yes	Once a month	Comfortable	Seldom	Trying but clueless	Agree	Once a semester	I don't know what LoTi is, but I am excited to learn.

Teacher Results for Adopter Survey

Timestamp	What are the barriers to using new digital technology in your school/classroom to support student learning?	I am generally cautious when it comes to new ideas:	I enjoy trying new ideas when it comes to technology:	How often do you integrate technology into your lessons?	How do you use technology in your classroom with students?	You believe that integrating technology can increase student achievement.	It is easy for you to learn new technologies.	I wish that we had professional learning that taught me how to use technology to improve student achievement and higher order thinking skills.	When adopting a new technology to use in my classroom...	Do all of your students have equitable access to digital technology?
10/9/2015 16:28:30	Unfamiliar with new technology, Not sure where to start, Not properly trained/skilled	Agree	Neutral	Weekly	Search Engines Only (Research), Educational Games	Agree	Agree	Strongly Agree	I want to see it in use first before I try it.	Strongly Agree

Resources

Diffusion of Innovation Theory. (2013). Retrieved from http://sphweb.bume.bu.edu/otlt/MPH-

     Modules/SB/SB721-Models/SB721-Models4.html

Knight, J. (2007). What is the partnership philosophy? In *Instructional coaching: A partnership*

     approach to improving instruction (pp. 37-51). Thousand Oaks, CA: NSDC.

LoTi® Framework. (2011). *LoTi® Framework*. Retrieved October 12, 2013, from

     http://www.loticonnection.com/index.php/more/frameworks/20-lotir-framework