

Individual Teacher Technology Use Assessment

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Mrs. G is a third grade colleague of mine who has taught elementary for 8 years and has 15 students in her class. Her classroom consists of EIP and ESOL students. She also has some students who are autistic and ADHD. In the classroom, Mrs. G has 5 desktops computers, a document camera, interactive board, and a teacher laptop available for daily usage. I used two surveys, the Technology Usage Questionnaire and Adopter Survey, to help identify her level of technology use and how she feels about adopting to change. I also used the Jung Typology Test to help me pinpoint Mrs. G's personality and gain a better understanding of how to connect with her teaching style.

With the Jung Typology Test, I found out that Mrs. G is an ESTP (Extravert, Sensing, Thinking, Perceiving). We both share the Extravert and Sensing traits, however, I will be cautious with her carrying the traits of Perceiving and Thinking. In Jim Knight's *Instructional Coaching: A Partnership Approach to Improving Instruction* I read that individuals who hold the Perceiving trait "Are not more perceptive but rather prefer to continue to perceive (gather) more information" (p.67) and with the Thinking trait they (Knight, 2007) "make decisions through objective, logical principles." (p.68) This means I will have to be more patient when working with my collaborating teacher because with me having the Judging and Feeling traits, I make decisions based off "the impact of each alternative on the people involved" (p. 68) and I prefer to come to a closure. Therefore, I have to be cautious not to make her feel uncomfortable, listen carefully, and not rush her when discussing and collaborating ideas for student learning. I will be sure to apply what I have learned about the Partnership Philosophy so that our collaboration is successful and meaningful to our students.

The Technology Usage Questionnaire was designed to focus on classifying a teacher's Level of Technology Integration Frameworks (LoTI). From these results I was able to learn that

Mrs. G uses technology in the classroom to enhance students learning and understanding of concepts. She also uses digital tools to communicate and collaborate with students, parents, and peers (Class Dojo, TenMarks, Istation). During our interview she explained that technology was used to instruct students before, during, and after a lesson. First she shares what her students will be learning, then she models, finally she uses technology to analyze data for planning and to determine student achievement along with what standards and students still needs more attention. Mrs. G marked neutral on the survey for letting her students showcase their product through multimedia presentation and for allowing students the opportunity to use technology to transfer what they are learning to solve real world problems. This lets me know that these are some things we can add to the list for future goals. I also noticed that she marked neutral for allowing opportunities in which community members can collaborate with students. With this information I can quickly tell that her LoTi level is most likely approaching a four: Integration.

Referring to the survey, along with speaking to my collaborating teacher, I learned that her technology goal is “To introduce a new technology component each quarter and have the students use it effectively.” My plan is to introduce some Web 2.0 tools with Mrs. G. From our conversation and based on what I am learning, it seems like she might be interested in Kahoot because it is fun, encourages higher levels of thinking, and students can work together which means they are displaying engaged learning. I also think that she may appreciate Plickers because it will save her some time on grading papers and she can immediately see who needs assistance.

In order for me to get a clear understanding of how Mrs. G’s feelings are towards adopting to new technology I provided her with a ten question Adopter survey. According to the survey she appears to love new technologies and is one of the first to experiment with and use

them. Her use of technology is mostly for working purposes and she is willing to share and model new technology ideas with colleagues. The technology platforms that Mrs. G uses most often are Office 365 and YouTube. Her students use digital technology to collaborate with peers a few times a month. Knowing this, my future goal is to help her turn this from “a few times a month” to a weekly collaboration. Mrs. G marked that she would like to be modeled new technology during a lunch and learn session and learns about new tools and technology through social media as well as from colleagues.

According to Everett Rogers’ Change Theory and the Adopter survey Mrs. G can be considered an Innovator Adopter being that they are some of the first individuals to adopt to new innovation. Rogers (1995) states that “The innovators imagine the possibilities and are eager to give it a try.” This is exactly the vibe I get from my partner. She is thrilled about learning new tools that will keep her students engaged in learning. During our meeting, we decided to meet at least once a week, most likely Wednesday, for coaching. Talking to Mrs. G I learned that she would like to first see a lesson modeled before trying it out on her own. I think it’s best to use the peer coaching approach because it presents the opportunity for the coach to model and also for team teaching. “I do, we do, you do” would be the way in which I introduce modeling so that my collaborating partner will be more comfortable with learning and teaching new technologies. I would first sit and make a plan with Mrs. G. We would use an observation form to identify what should be taught that will help reach the intended goal and what things should be displayed when teaching. Afterwards we would discuss what went well and what changes need to be made in order to be successful with reaching goals, encouraging engagement, and enhancing higher order thinking skills for students. I am excited about working with Mrs. G and helping her to reach her

goal with integrating new technology quarterly. I know that we will learn a lot from each other and build a supportive partnership.

References

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

Corwin Press: Thousand Oaks.

Rogers, Everett (1995) *Diffusion of Innovations* (Reviewed by Greg Orr March 18, 2003)