Individual Teacher Technology Assessment Narrative

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Ms. Koester is a ninth grade biology teacher at Lassiter High School and was asked to complete two technology questionnaires as well as an additional interview to clarify and expand upon her results. The goal of these questionnaires was to survey Ms. Koester to determine her technology abilities and her capacity for technology integration in the classroom. Ms. Koester has been teaching at Lassiter high school for five years and has also taught at the middle school science level. She is currently teaching on-level biology with several inclusion classes as well. She has taught life science and zoology in the past, but biology is her favorite subject to teach. Her high school classroom has a LCD projector, laptop computer, desktop computer, and an iRespond remote assessment system. Ms. Koester was also awarded a grant for a collaboration program between elementary, middle, and high school students and has a set of ten classroom iPads as part of this grant award. Because the iPads are in her classroom, she is also able to use them with her students as needed. Additional resources include a media center with desktop computers available for teacher reservation and several laptop carts available for check-out.

**Levels of Technology Use and Change**

Based on the Levels of Technology questionnaire, Ms. Koester has a fairly advanced knowledge of instructional technology. When interviewed further, Ms. Koester stated, “I use technology regularly in the classroom and I especially like to use technology for formative assessments” (M.D. Koester, personal communication, September, 2016). She also reported that she uses PowerPoint regularly to assign her students bell work, cell phones to play review games and participate in formative assessments, and laptops on occasion to do virtual labs and WebQuests. Ms. Koester also stated that she uses technology regularly to plan her lessons, communicate with parents, and maintain her classroom website. She reflected that she uses technology consistently in her lessons and incorporating technology into her lessons comes naturally to her. Additional discussion with Ms. Koester regarding what technology she would like to have in her classroom, resulted in her communicating her desire to have a classroom set of laptops for students to incorporate more technology into their daily learning. Ms. Koester stated, “My students really excel when I am able to reserve a classroom set of laptops for a lesson and I think my students would be even more engaged in the content if they could create more technology-based projects” (M.D. Koester, personal communication, September, 2016). Ms. Koester also shared that she would like to have a Smart Board in her classroom to encourage more student participation during in-class discussion. During her student-teaching and first year of teaching, she was in a school that had Smart Boards in every classroom and felt her students were much more engaged in the content when they were able to participate using the Smart Board.

The second questionnaire Ms. Koester answered was administered to determine how comfortable she would be with change and the incorporation of new technology. The results of this questionnaire showed that Ms. Koester embraces change and likes to incorporate new technology into her classroom. She tends to learn new information easily and grew up in a digital era, but she must be completely comfortable with technology before sharing this information with others. After asking her to elaborate further she stated, “I love using new technology in my classroom but I like to research all the background information and data that supports this technology before promoting the implementation of this technology to other teachers” (M.D. Koester, personal communication, September, 2016). According to Beglau, Hare, Foltos, Gann, James, Jobe, Knight, and Smith (2011), “A majority of teachers, including those raised in a digital age, do not have the knowledge or skill set to use technology effectively to maximize student learning.” As Ms. Koester stated, she sometimes prefers to see other teachers use new technologies before implementing them in her own classroom because then she has a support system of teachers to ask for advice and troubleshooting tips and then they are able to coach her in the ultimate implementation of the technology to help maximize student learning. The questionnaire asked Ms. Koester to rate herself as an innovator, early adopter, early majority, late majority, or laggard. She rated herself as Early Majority and based on additional personal communication, I would have to agree with her self-rating but could also see her as being Early Adopter as well. Ms. Koester gets excited to try new technology but likes to see other people try the technology first. She is definitely not classified as Innovator, but depending on the difficulty of the technology she is trying to incorporate, she is Early Adopter for easier technology that she is more comfortable using and Early Majority when the technology is a little more difficult to implement.

**Technology Perspective**

Ms. Koester indicated that she regularly uses technology in the classroom but she notes that if she had more time to research and implement new technologies, she would be able to incorporate even more technology. She states that her greatest issue is a lack of resources and funding within the school to support a greater technology initiative for all teachers within the school. She does have some resources (iPads, laptops available for check out, and a classroom computer) but tends to utilize cell phones the most because almost all students have access to a smartphone and are able to use them in the classroom. She uses personal device technology most commonly for formative assessments via Kahoot, Quizlet Live, and other forms of review.

Ms. Koester believes that her students enjoy her classroom more when they are able to use their own devices and other forms of technology during instruction. She frequently applies for grants and other sources of funding to further enhance the technology in her classroom as well. In terms of technology integration, Ms. Koester is also sometimes frustrated by her professional learning community in that many of them do not incorporate technology regularly. As a result, when she wants to create a new technology-infused lesson or finds a new resource to incorporate in the classroom, other teachers oppose doing a similar lesson and she does not have the support from her peers in the implementation. This current situation of her professional learning community will be later addressed as an opportunity for coaching with Ms. Koester as the leader and initiator for technology integration.

**Technology Training Needs and Coaching**

After speaking one on one with Ms. Koester, she identified her biggest needs as relating to better incorporation of personal device technology in her classroom. Ms. Koester stated, “I would like to utilize cell phones in my classroom for more than just formative assessments and help my students create more meaningful connections with the classroom content” (M.D. Koester, personal communication, September, 2016). Based on her desire to incorporate more cell phone technology, a one-on-one coaching model will be most efficient for Ms. Koester. She prefers coaching and professional learning to occur during the school day, preferably before school or during her planning period. Ms. Koester views coaching and professional development as being a positive experience for her and her classroom as long as she has the support she needs during the implementation process.

To begin the coaching process for Ms. Koester, we will begin by surveying which personal device tools and applications she is most familiar with and identifying any tools or applications that she has heard about and would like to try in her classroom. From this list, we will be able to pinpoint more specifically which tools would be the most beneficial in the classroom. After determining which tools Ms. Koester would like to use in her classroom, we will set goals for the implementation of each tool. I will provide a professional learning session followed by an in-class coaching session for each tool Ms. Koester would like to implement. Followed by the implementation of each tool, Ms. Koester and I will meet and reflect about the lesson and plan strategies for better implementation in the future. We will continue this process for each tool. We will have a final reflection after all tools have been incorporated into the classroom to determine Ms. Koester’s comfort level with the integration of these new tools. As a final step in the coaching process, Ms. Koester will participate in a one-to-one peer coaching experience with another colleague in her professional learning community to share what she has learned and expand the repertoire of another teacher in the process. Because her professional learning community tends to shy away from technology integration, this is the perfect opportunity for Ms. Koester to share her knowledge and refine her peer coaching abilities.

**References**

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