Individual Teacher Technology Assessment Narrative

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Ms. Inman, a science teacher for Ware County Learning Center, was asked to complete two technology questionnaires I completed with my PLC group. The two technology questionnaires were a Middle School Adopter Level Survey and a Middle School LoTi Survey. The goal of both surveys was to evaluate Ms. Inman’s comfort level to implement technology in the classroom and her beliefs concerning adopting new technology initiatives. Ms. Inman is a veteran teacher, that has over 30 years of teaching experience. Ms. Inman is currently teaching science to all students enrolled in Ware County Learning Center. Ms. Inman classroom is equipped with a SMART board, student Chromebooks, and a teacher Desktop computer. However, students enrolled in Ware County Learning Center use Chromebooks to complete their academic school work using a program called Odysseyware for their classes. Additionally, Ware County Learning Center teachers have the opportunity to use other technology resources to meet student learning needs and enhance student learning.

**Levels of Technology Use and Change**

On the LoTi questionnaire, Ms. Inman put that she in very competent with using technology and use it daily in the classroom. She stated that her students use Chromebooks to complete their assignments and also for choice-time once they have finished their daily assignments. Ms. Inman agrees that technology contributes to higher levels of student learning and thinks that the most important benefits of using technology in the classroom are student engagement, promotes higher order thinking, and develops critical thinking skills. Ms. Inman is comfortable with using teacher presentation tools, such as the SMART board because she has one in her classroom and has been taught how to use the board. However, Ms. Inman marked that she was comfortable with using Google Suites, but when discussed with her, she stated that she does not know how to use Google Classroom. Additionally, she is comfortable with using Remind 101 as a communication tool but currently does not use this tool.

Next, Ms. Iman marked that her students are most comfortable with using Google Suites, Communications Apps, and Web Quests/Virtual Field Trips. After speaking with Ms. Inman and showing her a Web Quest I created using Weebly for my 6th-grade math class, she asked me to show her how to create one as well. She states that her students are comfortable with real-life applications such as apps, Google Suites, Websites, and blogs; but she would implement real-life applications with the use of technology by incorporating video conferencing and virtual tour/reality in the classroom. Ms. Inman requires students to use Google Suites/Office 365 to create products. When asked to elaborate, she stated that she had a student that was ahead of the class and that she wanted something to slow the student down. I suggested to Ms. Inman to assign projects for the student to complete using Google Slides to create the project’s final product. Ms. Inman took that advice and showed me the student project using Google Slides. After being asked what type of technology-based PLCs would she like to see covered in the school, she stated PLCs over assessments, student products, examples of research-based technology strategies, and technology and problem-based learning. Based on the results of the LoTi survey Ms. Inman completed I can determine that the learning experiences she provides her students are in the LoTi level 2 Exploration range. At the LoTi 2 level, teachers provide learning experiences that require students to apply, analyze, evaluate, and create products using technology.

The second survey that was given asked Ms. Inman to answer questions based on how she would adopt a new technology initiative to use in her classroom. The results from the survey showed that Ms. Inman waits for reviews and prices to drop when it comes to the newest forms of technology. However, when it comes to being trendy, she is the individual who starts the trends. When asked, while she is in a grade level meeting and asked to discuss the new classroom management plan for students, she stated that she would come up with several ideas to contribute to the discussion. I can justify and support her response, because I am WCLC’s professional learning coordinator and PBIS coach, during our meetings when we are discussing student behaviors and classroom management strategies we are using in our classrooms, Ms. Inman is the first to share her thoughts and ideas. Ms. Inman stated, and made a valid point, that as teachers we have to know our students and understand that we have to use different strategies that work for each student. She stated that we could not use the same classroom management strategies for every student because all students are different and that is why it is important to know your students. Ms. Inman provided an example stating that Student A she can redirect in class and continue with her lesson, whereas with Student B she cannot redirect during class but has to step in the hallway with the student and provide one-on-one conference.

During the survey, Ms. Inman was asked when presented with the possibility to lead a professional what does she say, and she responded yes, but need more information; what else is presenting and what are they presenting. For professional learning, WCLC staff completes a book study. All staff members are asked to present a chapter from the book being studied. Ms. Inman always keeps me informed and reminded on what date she will be presenting, and is happy with submitting her presentation materials before the deadline. When asked, about new initiatives, the administration can count on you to be, and she marked, leading the team by integrating it into your classroom and assisting others. Ms. Inman has been teaching for many years; she stated that she has her specialist degree in leadership. Ms. Inman stated that she used her leadership skills to assist teachers with the new initiative. Although Ms. Inman does not integrate new initiatives into her classroom now; when changes or updates with websites that WCLC teachers have been using, she states that she is always will to assist the staff and even demonstrates how to use the software after the new changes and updates.

When Ms. Inman is asked to assist a colleague in an area they are lacking that she is exemplary in she is willing to assist, observe and provide feedback. Ms. Inman tries a new technology resource that she has learned about during professional learning and continue to use it. During a session, I explained to Ms. Inman how to use Google Slides for student’s projects. Ms. Inman implemented this it into her classroom the next day and showed me the student project. During meetings, Ms. Inman listens to others talk about new technology resources they have been trying in their classroom and enjoys listening to the how the teachers think the resources are working with their students before deciding to implement them into her classroom. Based on the survey results from the second survey, I would consider Ms. Inman, an Early Adopter. I consider Ms. Inman to be an Early Adopter because she obtains as much information as she can and use the information to make reasoned decisions before deciding to adopt a new initiative. Ms. Inman is a very influential person and has a degree of thought leadership.

**Technology Perspective**

Ms. Inman understands that using technology in the classroom has many benefits on student learning, as she indicated in the LoTi survey. However, since WCLC is an alternative school, Ms. Indicates that it is difficult at times to implement technology in all the classes, other than their required website to complete their course. Additionally, she feels as if it would be easier to implement various technology resources with the 6th and 7th-grade class. Although Ms. Inman does not use as many technology tools as she once did while working in the regular classroom setting, the biggest challenge is students using technology appropriately for the tasks at hand, and not going to a game website to play games instead of completing their assignment. Ms. Inman stated to me that she would like to be trained on how to properly use Google Classroom and other technology resources for science students within her classroom, as well as Study Island.

While conferencing with Ms. Inman, I offered to help her implement various technology websites that will enhance student learning. Ms. Inman explained to me that she did not know a lot of science resource websites and without this knowledge, she is limited to what activities she can plan with students. She expressed her concern for students that were completing lessons faster than others. Ms. Inman stated her need for students to use other technology resources for student engagement, enrichment, and projects over the content to provide a learning environment that will challenge students thinking and evaluate their knowledge to help them prepare for the Georgia Milestones Assessment.

**Technology Training Needs and Coaching**

I asked Ms. Inman what are her most needs that she has for the classroom that I can assist and coach her on and she said online websites that students can use to for skills drill and practice, review, and assess their knowledge for preparation for the Georgia Milestones End of Course Assessments for both middle and high school students. Ms. Inman has told me that I need to provide professional learnings and handouts that explain how to use the resources step-by-step. I took this as an opportunity to provide Ms. Inman with peer-coaching. Ms. Inman feels that peer-coaching will be most efficient to her because I will be able to provide her one-on-one training as I am providing, explaining, and demonstrating to her how to use various resources. I believe that peer-coaching allows the colleagues to collaborate and provide meaning feedback while discussing the strategies to help assist teachers to reach their learning needs and goals for the students’ success. Additionally, I believe that Ms. Inman would use her knowledge to continue to help students reach their full potential and share her knowledge with other colleagues when the opportunity presents itself.

To begin the coaching process, I will use the two survey results and dialogue that I have had with Ms. Inman to decide on what technology resources will work best for her students knowing the student’s grade levels, class, and learning ability levels. Next, we will set attainable goals to accomplish during the coaching sessions. Once the goals have been established, I will provide a demonstration during my planning period on different websites and how they are used for the high school Biology and Physical Science students to review for their Georgia Milestone End of Course assessments. Once the demonstration session has been completed, I will have the second session, which will be a follow-up session to reflect and discuss how the websites are helping students. One website that I will show Ms. Inman how to use with her Biology and Physical Science students is an online Georgia virtual school website that is free for teachers and students to use.

During the third coaching session, I will provide Ms. Inman with a list of resources that she will be able to use with the middle school students to help them review for their milestones assessment. I will demonstrate how to use these websites during the session. Next, Ms. Inman and I will collaboratively plan a lesson that I will conduct during my planning period with her 7th- grade science students in her classroom. I will use Quizziz during the lesson as a review tool that students can play to help them review for assessments. Following the lesson, Ms. Inman and I will have our fourth coaching session to reflect on how the Quizziz website benefit student learning. The fifth coaching session will be to teach Ms. Inman how to use Study Island for her 6th and 7th-grade students. I will go to her class during my planning period and assist her with the use of Study Island and observe the students use of the software program. Following the lesson, we will have a reflection session to discuss how Study Island is supporting and enhancing student learning. Ms. Inman will continue to use these resources throughout the school year, and I will always be available to assist her whenever she is in need of my assistance. Whenever I come across websites that would be of use for Ms. Inman’s students, I will share those websites with her, and collaboratively conduct lessons that incorporate those websites with her.























