Individual Teacher Technology Assessment Narrative

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Mr. Smith, a ninth grade teacher new to George Washington Carver Freshmen Campus, was asked to complete two technology questionnaires. The goal of both questionnaires was to gauge Mr. Smith’s comfort level with regards to implementing instructional technology and his beliefs about adopting new innovations. Mr. Smith is a new teacher, not highly qualified, teaching with a provisional license. He has a bachelor degree in Mechanical Engineering. He is currently teaching Algebra I and Foundations of Algebra. His ninth grade classroom is equipped with a Smartboard, six Chromebooks, one teacher desktop, and one teacher issued laptop. Mr. Smith has access to a computer lab when available on a first served basis.

**Levels of Technology Use and Change**

On the Levels of Technology questionnaire, Mr. Smith documented that he is very comfortable using technology, but has little knowledge about educational technologies. He stated, “I love technology and use it daily. I use the Smartboard when teaching my students” (N. Jones, personal communication, October, 2016). Coffee County is in the implementation phase of a learning management system called Illuminate. Mr. Smith has not been formally trained on creating assessments, but has some knowledge of the system. He uses the unit assessments created by the academic coach and other math teachers a few times a month. Students only use technology at least once a semester to produce products when completing performance task. Students use technology to share and collaborate with students outside of the classroom through the use of Google Classroom. Classroom instruction does not include solving real-world issues and authentic, student-centered learning experiences. Mr. Smith documented that student use teacher-directed digital resources to accomplish outcomes and expressed his desire increase the level of technology used in his classroom so that students use self-selected digital resources to accomplish learning outcomes beyond conventional strategies. Mr. Smith also wishes all his students had access to technology inside and outside of the classroom. The Levels of Technology questionnaire results showed that Mr. Smith’s practices most likely fall within a LoTi Level 2 Exploration. At this level the instructional focus emphasizes content understanding and support mastery learning and direct instruction. Student Learning focuses on lower levels of cognitive processing (LoTi Framework, 2015).

The second questionnaire that was given, asked Mr. Smith to answer questions related to how he would go about embracing change to implement the use of a new innovation. The results showed that Mr. Smith is eager to learn new information and make application to improve teaching and learning within his classroom. He has a technology background from his previous career as a mechanical engineer and is extremely comfortable using technology. He welcomes change and new innovations but does not want anyone in his classroom. As a result, I would conclude that Mr. Smith could potentially be identified as an Innovator. As suggested by Orr (2003), innovators are venturesome types that enjoy being on the cutting edge. Mr. Smith is new to the professional and is eager to learn.

**Technology Perspective**

Mr. Smith has expressed his comfortable level with technology but not with his teaching experience. His willingness to learn is very impressive. As we are changing the way we assess our students, having an adaptable attitude is important. He believes that with the proper training on creating formative assessment that are interactive in the web-based program, Illuminate, he can better align the content standards and the use of technology within the classroom. During our discussion, Mr. Smith revealed that he had no knowledge about how to create authentic student-centered learning experiences for his math students but wants to learn. This allows for a great coaching experience.

**Technology Training Needs and Coaching**

When asked what his greatest needs for coaching were, Mr. Smith shared that he would like to know more about Illuminate and creating more formative assessment in hopes of having data-driven instructions to better meet the needs of all students. The plan for coaching is to help Mr. Smith create assessments in Illuminate and provide one-on-one coaching to increase student-centered learning through the use of Illuminate. The peer coaching approach will be utilized, allowing the participants to work alongside one another, as colleagues. Knight (2011) suggests, this approach also focuses on developing teachers to help others within their buildings integrate technology. Mr. Smith also has a co-teacher for his foundation of algebra classes and I believe that he would share his knowledge with her as he learns more about Illuminate.

We will begin by assessing Mr. Smith’s knowledge of Illuminate and the use of online learning. Mr. Smith has specifically identified this tool as an area of weakness since he has not used the program to drive his math instruction. From there, we will set weekly goals that include creating assessments to help differentiate instruction for online learning. After each goal is established, I will provide a professional learning session after school that demonstrates how to create various assessments that are aligned to the content standard with learning objectives embedded within the assessments. We plan to meet after school every Monday in October for approximately two hours. I will model how to use the program. We will create an assessment/activity together and then Mr. Smith will create an assessment/activity individually. Mr. Smith can then demonstrate his knowledge to help his co-teacher and provide instruction to his students that is differentiated based on the results from Illuminate. The goal is to increase student engagement through the use of a new innovation by creating assessments that are both interacting and assessing student learning.

**Appendix**

Level of Technology Survey Link: <https://goo.gl/forms/j9BXMQR3GtzFBu5v1>

Adopter Level Survey Link: <https://goo.gl/forms/e2nyOhNs9auXdh7g1>

**References**

LoTi (2015). *Level of teaching innovation (LoTi) framework.*

N. Jones, personal communication, October, 2016.

Orr, G. (2003). *Diffusion of innovations, by Everett Rogers* (1995). Retrieved on October 9, 2016 from <http://www.stanford.edu/class/symbsys205/Diffusion%20of%20Innovations.htm>.