

Individual Teacher Technology Assessment Narrative

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A kindergarten teacher at Thomas County Schools answered two questionnaires intended to assess her level of technology use and her attitude towards adopting change. Mrs. E. is a returning teacher who has been out of the classroom for several years to care for her young children. All of her children are now school aged and she is excited to be back in the classroom and improve her teaching skills and learn new strategies. The classroom contains 23 students and the children are a very diverse group including; Early Intervention (EIP) and English Speakers of other languages. This class was created from an overflow of students in other classrooms, as well as students entering through late registration. The teacher has done a wonderful job of creating cohesiveness among this group of students.

The classroom contains a teacher computer, sound system with microphone, four student computers and a SMARTBoard. Mrs. E. answered questions on the Technology Usage Questionnaire which is based on the Level of Technology Integration Frameworks or LoTi (LoTi Framework, 2011). Participants rated each statement on a five-point scale with 5= “daily” and 1= “about once a year or never.” Most of Mrs. E. answers ranged from 4 to 5 for each question as indicated in parentheses. She indicated that she uses technology daily for planning student learning activities (5). However, she rated students’ choice in choosing digital tools as (4) and students’ collaboration outside the walls of the classroom as (2). Students’ creative use of digital tools as a resource in standards-based instruction (4) and students’ questions influencing instruction as (4). She rated the students’ use of digital tools to engage in higher order thinking as (4), however, the teaching of these tools she rated as (3). As the teacher she indicated she used digital tools daily as a resource to promote student engagement during the instructional day (5). As well, she indicates the students use digital tools daily to create artifacts that show evidence of their learning (5).

In teaching young children it can be difficult to let them collaborate and allow them choice of digital tools, and for this reason Mrs. E. is directing their use with her students. Mrs. E.'s lessons are moving between a LoTi level of 2, Exploration and 3, Infusion. The students use technology for lower level cognitive skills on their own, however, with teacher assistance students at times reach level 3. With coaching Mrs. E. can move her lessons up the LoTi Framework so that students may engage in real world application of digital tools.

Mrs. E. was given an adopter survey of 12 questions to discover her attitude toward adopting new technologies. According to the survey, Mrs. E. is eager to integrate new technologies that will help her students meet the common core objectives. She indicates that learning new technologies would not be a disruption for her and that she is eager to learn new strategies using these tools. However, she has answered many questions about integrating new technologies as being "somewhat like her." This indicates she is unsure about sharing new ideas with students, as well as, adults. She also indicated on the survey that she is currently focusing on lower order thinking tasks while using technology, however, other questions indicate she would like to move to higher order tasks.

According to Everett Rogers, "each individual's innovation-decision is largely framed by personal characteristics" (Rogers, E. 1995), therefore, according to Mrs. E.'s responses I would classify her as a late adopter. Although I would not categorize her, according to Mr. Rogers definition, of being an isolate in her social system, but more of being overwhelmed by reentering the workforce and needing to build her confidence. Additionally, Peter de Jager warns against categorizing someone as a late adopter or laggard, as this term is meaningless until "associated with a specific change or adoption" (de Jager, 2005). It appears Mrs. E. is comfortable with some adoptions and not others. For instance she is comfortable with technology she personally uses,

but she is not as comfortable with giving students a choice is using technology. At planning time, we went over a list of common core standards we are to cover in the 4th nine week period. As we discussed how we were going to meet these standards I pointed out that several writing standards require students to collaborate and use digital tools for research. The team decided to use animals as the topic to coincide with our yearly field trip to the zoo. Mrs. E. confesses she has never done research in kindergarten with or without technology tools. Mrs. E. indicates she is looking forward to our coaching sessions, as she realizes she needs help in meeting these upcoming standards. Our administrator informed me that an online science curriculum has been purchased that is interactive and will assist our kindergarteners in beginning research projects. Mrs. E. is excited, and although our coaching plan has not been formalized, we now have several areas we can work on to get her students using and choosing technology. We will meet several times a week from March to April. We will track our sessions through a coaching journal that will document her progress in using technology with her students for higher-order tasks and allowing them more choice.

TECHNOLOGY ADAPTATION

2/1/14	Timestamp
SMARTBoard, desktop, iPad	Do you plan lessons that integrate technology tools?
I'm usually one of the first to try new things.	How quickly do you adopt new technology?
Very much like me.	I regularly look for new ways to include technology in my lessons.
Somewhat like me	When I learn about an exciting type of instructional technology, I'll often try to integrate it into a lesson that same week.
Very much like me.	I share with my students' different ways to use technology as learning tools.
Somewhat like me.	I use technology with my students to collaborate with students from other classes.
Somewhat like me.	I plan technology-rich, collaborative lessons with other teachers.
Yes, I share sometimes.	Do you share new instructional technologies with others?
Somewhat like me.	How likely is it that you would help a colleague implement a new instructional technology school wide?
Somewhat like me.	How likely is the new technology to enhance your instructional day?

TECHNOLOGY USAGE QUESTIONNAIRE RESPONSE

2/21/14	Timestamp
5	How often are your planning and student learning activities based on the content standards and assessment of the learning activities that occur in your classroom?
2	How often are your students engaged in choosing which digital tools will best fit their projects?
2	How often do your students digitally collaborate with other students or content experts beyond your classroom walls?
3	How often do you digitally collaborate with other teachers or content experts beyond the walls of your classroom?
5	How often do your students use digital resources in creative ways to engage in standards-based instructional units and/or learning activities?
4	How often do you allow your students' questions to drive your standards-based instruction?
4	How often do your students use digital tools to engage in the higher order thinking and learning skills of analyzing, evaluating, and creating?
5	How often do you teach your students how to use technology? For example how to turn it on/off, keyboarding skills, search skills, safe use skills, etc.
5	How often are you (the teacher) using digital tools and/or environmental resources to promote student engagement during the instructional day?
2	How often do your students use digital resources to create artifacts that demonstrate evidence of their learning in non-traditional ways?

References

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