

Individual Teacher Technology Assessment Narrative

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Mr. W is currently the mathematics department head at NHHS. This is his 18th year teaching math at NHHS. He typically teaches several different courses to all levels of high school students and is seeking the benefits that technology can provide for organization and efficiency in his classroom. Information about Mr. W's implementation level of technology and adoption level has been measured using two surveys. There is currently a wealth of technology available in his classroom. He currently has a class set of chrome books for student use and an interactive whiteboard. All teachers are also provided with a laptop and an iPad, which allow access to a plethora of other electronic resources.

Assessment

Two different surveys were used to assess Mr. W's level of technology integration and adopter level. According to the LoTi survey, technology is used on a daily basis for content related activities in his classroom. Students are using technology to apply, analyze and evaluate as they learn math. Sometimes students take on professional roles and solve problems that have many unpredictable results. Students are solving meaningful problems and collaborating within the classroom, and sometimes take that collaboration outside of the walls of the classroom. Based on these survey results the LoTi level in Mr. W's classroom could fall anywhere in between level 3 and level 5 on any given day. On days where students are taking on professional roles and solving problems with unpredictable results, the classroom appears to have a constructivist model (LoTi Level Decision Chart, n.d.). Mr. W is able to work as a co-learner and reach high levels of technology integration. There seem to be other times where the class is in a transition stage. This would mean that the teacher is directing the learning but the class appears to be heading towards a constructivist model (LoTi Level Decision Chart, n.d.).

The second survey provides a view of Mr. W's adopter level. According to the survey he tries to stay up to date on technology, but sometimes has mixed feelings about its use in the classroom. He typically spends his time exploring many different options before settling on a tool to use in his classroom. Sometimes the hardest part of the process is learning how to use a certain tool himself. Typically a lack of training on a certain form of technology will prevent him from using it in his classroom. Based on the survey results, I would classify Mr. W as an early majority as described by the Rogers Change theory (Robinson, 2009). He is seeking what is best for his students and is not willing to take the risk of trying something that has not been proven effective. When he sees that an instructional tool or strategy is effective he wants to get involved and begin receiving the benefits from that tool.

Interview

Mr. W views technology as the tool needed to gain the attention of today's learners (2018). Each class is loaded students who have various personality types, learning styles, and prerequisite skills (W (2018). Technology can assist teachers in providing opportunities for the differentiation needed to meet the needs of all students. Teachers also stand to benefit from improved efficiency from the many tools that are available to streamline grading and organizational practices.

Many classrooms at NHHS are blessed with a great deal of technology. Mr. W's class is no exception. He has access to a teacher laptop for lesson planning and organizational needs. There is a class set of chrome books for student use. The wifi infrastructure is in place to handle all chrome books and students devices that are brought from home. The classroom has an interactive whiteboard. The teacher has an iPad and Apple TV.

Mr. W is constantly trying to improve his ability to effectively instruct his students (2018). He feels that learning new technologies can sometimes be a weakness for him W, 2018). A lack of training is the greatest deterrent to trying and implementing new forms of technology in his classroom (W, 2018). He thinks that coaching is an important aspect of improving ourselves as educators (W 2018). He is looking for help with improving the implementation of tools that he is currently implementing and the search for new tools that could benefit his classroom (W, 2018). Mr. W is a veteran teacher at NHHS with 18 years of experience. He has always been a resource for me when I have a question about anything related to any of our math courses. He will continue to help me with other resources as I help him with the technology side. As the Math department head, he is also in a position to easily reach out to the rest of the department and pay it forward with the technology tools I am working on with him.

Needs Statement

The teacher has a desire to become more familiar with the Learning Management System used by our district. He feels that he needs help understanding the features available within the system in order to make his courses functional for his students. Features such as quizzes are especially important as they will assist him in providing immediate feedback to students and improve his efficiency. These needs will provide a great start for our coaching sessions and I feel that additional ideas will arise as we address these needs.

One major concern to keep in mind is the teacher's time. Mr. W currently teaches an extended day, which means that he does not have a planning period. This makes it difficult to work in times for coaching sessions, but he is passionate about getting the sessions in because he sees the many benefits that the available technology has to offer him. Given all of these factors,

I will be using the partnership approach and work one on one with the teacher. The partnership approach allows Mr. W to have equal input in the coaching process (Knight, 2007). It is important for me to be well organized and maximize the time that we have available. The coaching sessions will take place at least once per week in the morning before school. Both of us will arrive one hour early and work together until our goals are reached for the day.

References

Knight, J. (2007). *Instructional Coaching: A Partnership Approach to Improving Instruction*.

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LoTi Level Decision Chart. (n.d.)

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