Individual Teacher Technology Assessment

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For the individual teacher technology assessment I worked with a fourth grade teacher with twenty-five years of experience in the classroom. The teacher was very willing to work with me and has come to me many times on how to better integrate technology in the classroom. I started by giving the teacher a LoTi questionnaire. In the survey the teacher reported that her students use technology in the classroom 1-2 times per week. She stated that her students mainly use the classroom computers with educational software programs such as accelerated reader and to conduct research. She also reported that her students never produce products such as power points but use a word processor. The teacher stated that she uses certain technologies to support direct instruction such as PowerPoint’s and a document camera. The teacher rarely uses web quests and does not use technology to communicate with parents or students.

In addition to the LoTi questionnaire, the teacher was also given an adapter level survey as described by Rogers Change theory. The teacher reported she believed that technology could be a very effective way to enhance teaching and student learning in the classroom. She also believes that integrating technology into the classroom can also increase student engagement. However the teacher is not very confident when it comes to using technology herself and she believes that training students to use certain technologies could be difficult. She also reported that she does not receive enough support when it comes to integrating technology in the classroom. The teacher also stated that she sometimes uses new ideas presented by administrators and colleagues.

For these reasons I believe that this teacher believes that technology can be useful in the classroom and benefit students but she is struggling with finding the time and the support to create and implement technology certain projects that reach a higher LoTi level. The teacher and school do not have a vast amount of technology resources available. In the classroom the teacher has two computers and a personal laptop. However the school has two netbook carts and one iPad cart available for checkout. These carts must be cheeked out a few days in advance and can only be checked out two days a week per teacher unless one has special permission. This can limit the amount of technology that can be brought into the classroom.

By evaluating the surveys, the teacher seems to be comfortable being coached and even sought out someone who would provide technology support. The teacher seems to be motivated to integrate more technology in the classroom but seems to be standoffish to more complex ideas. For these reasons I believe that this teacher would benefit from technology coaching on a basic scale. I believe that she would most benefit from the support of initiating a class webpage, establishing student blogs and ideas for using Glogster and PowerPoint in the classroom. We established a three-month timeline to accomplish these three goals. Meeting every Wednesday after school we decided to start by dedicating October to creating a class webpage and blog. The teacher stated that she would like to communicate with parents through the class webpage as well as have a plethora of educational resources for parents and students to use. November would be dedicated to establishing student blogs and how to reach the higher LoTi levels through this tool. December will be dedicated to becoming more familiar with Glogster and PowerPoint. I believe that these three goals will ease this teacher into using more technology especially since she does not have much experience.