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In September of 2016, Wayne County High School teachers were given a professional learning needs assessment to identify specific teacher needs in the area of technology. A total of 10 teachers, from different grade levels and specialties, participated in the survey. There was representation from all subject areas, grade levels (9th-12th), and disciplines. Questions were inspired, deviated, and derived from the Loti Digital-Age Survey for Teachers. One can view and/or take the survey by visiting <https://goo.gl/forms/3upAPSFg2ZrmnPYP2>. A follow-up interview was also given to one teacher, in order to create a plan of action for technology-use in her classroom.

Teachers are very active on their computers at WCHS. Teachers could respond in one of six different ways: 0 for never, 1 for at least once a year, 2 for at least twice a month, 3 for at least once a week, 4 for at least once a day, and 5 for multiple times daily. When the teachers responded about their daily usage on the computer during the school day, 100% of teachers identified as getting on their computers multiple times each day. Student usage of computers during the school day varied slightly, with 30% of students getting on the computer once a week, 60% of the students getting on once a day, and 10% of students getting on multiple times each day (Table 1.1). It was noted during the survey that the teacher who had students getting on the computer multiple times a day has Chrome Books in her self-contained classroom, with one-to-one computing. The other teachers reported their use of student computers was conducted in a computer-lab setting with limited time on the computers.

Teachers were also asked questions about their instructional practices and uses of technology within the walls of their classrooms. They were able to respond by choosing 0 for never, 1 for at least once a year, 2 for at least once a semester, 3 for at least once a month, 4 for a few times each month, 5 for at least once a week, 6 for a few times a week, and 7 for at least once a day. The results were interesting and illustrated a fairly solid foundation of technology use at the high school.

Teachers reported using different types of digital media and tools in their classrooms a few times a month and higher, with 50% falling in the at least once a week category. In Table 2.2, you will find the following results. Students in their classrooms are also using different types of tools, with 50% reporting their students demonstrate this practice at least a few times each month, 30% reported at least once a week, and 20% said they do a few times weekly. Teachers model proper ethical procedures for the use of technology within the walls of their classroom, with 100% of teachers responding they do this daily. Students use technologies to identify and help real-world classrooms, with 20% doing this once a month, 40% a few times each month, 30% at least once a week, and 10% do this more than once weekly. Higher-order, web-based projects are assigned to students, with 10% of teachers saying they do this once a semester, 40% at least once a month, 40% multiple times each month, and 10% at least once a week. There are 80% of teachers who reported giving summative and formative assessment opportunities at least once a week to their students and 20% who give them multiple times each week. Teachers also implement the use of goal setting in their classrooms, with 20% of teachers doing this once each semester and 80% of teachers doing this multiple times each month. When teachers were asking if they plan activities for their students that involve technology and investigation, 20% of them reported doing so at least once a month, 70% said they did this at least once a week, and 10% of teachers reported doing this a few times a week.

Teachers were also asked about their time of use with both short-throw projectors and document cameras. Of the teachers who took the survey, 90% of them reported using their short-throw projectors multiple times daily and 10% claimed at least once a day. Document cameras are in most classrooms, as 20% reported never using them, 60% use them at least once a day, and 20% use them multiple times daily. When further investigating the never answer, both of the teachers who reported for that question do not have a document camera in their classrooms (Table 1.3).

To further delve in the process of coaching in the area of instructional technology, one teacher who took the original survey was asked further questions about the use of technology in her classroom. Because she is going to receive instructional from a technology coach, a second set of questions were asked to understand her learning needs on a deeper level. The questions from this assessment were used to further explain her current practices in her classroom as well as create a plan of action, which was assisted by the Rogers Change Theory Model.

The teacher collaborating to devise a plan to advance her skills in technology is Ms. L, who is a self-contained Special Education teacher. Although she’s been teaching for nine years, this is her first year in Special Education; she would like to learn more about how to use technology during instruction in her self-contained classroom. She feels that technology is an essential part in any classroom and wants to gain more knowledge to help her students specifically. She is coming from an elementary background. With this being the first year she is teaching high school and special education, she wants to learn age-appropriate technologies to use with her students that continues to capture their age-level interests. She is familiar with some assistive technology but would also like to learn more ways to incorporate it into her daily lessons. She feels strongly about teaching with 21st-century skills and is excited about adding to her skillset as a teacher. She articulated her excitement to learn more about high school and special education courses through the process of coaching. We discussed once she is coached on using new technology, she will then teacher her colleague (who is also in special education) about her new resource set.

Ms. L uses her computer daily. When I asked her in what ways she uses her computer, she replied with a strong list. For daily teacher use, Ms. L uses her computer to take daily attendance, record grades if needed, check her email, create assignments and lesson plans for her students, and create and edit IEPs. She was the only teacher who replied that her students use computers multiple times, daily; Chrome Books are available to her students in a one-to-one capacity.

When interviewed, Ms. L explained how she uses technology in her classroom with her students. She uses the Unique Learning System during whole-group lessons as well as tracks student progress through their answers in class on their student computers. The STAR Reading test is given every four weeks for the purpose of progress monitoring as well. She allows students to use their computers for games such as SumDog, but wants to learn more about instructional ways for students to be able to engage at a higher level of thinking during both instruction and while creating projects to show student learning. Ms. L expressed a concern for needing to learn more ways to involve students in real-world learning with technology, as she teaches her students life skills on a daily basis. She does understand the importance of modeling ethical procedures and reviewing proper use of computers on a regular basis to her students. She uses her short-throw projector multiple times a day to display information; however, she currently doesn’t have an interactive board for students to interact with during instruction. There is currently not a document camera in her room as well.

After gaining knowledge of Ms. L’s background and current level of technology use and practice, we discussed what we would focus on for her coaching experience. As a collaborative team, we discussed we would focus on using technology during instruction and for student projects. We will also be sure to include different types of assistive technology, according to the needs of her students. We will meet together once weekly for collaborative planning time. I will begin by observing Ms. L in the classroom, will model new instructional practices during class time, co-teach with Ms. L for support, and eventually go back to observing her. The observations and time in the classroom will be in addition to our planning time.

Appendix

Table 1.1, Computer Use for Teachers and Students

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Computer  Use | 0  Never | 1  At least once a year | 2  At least once a month | 3  At least once a week | 4  At least once a day | 5  Multiple times each day |
| Teacher | 0% | 0% | 0% | 0% | 0% | 100% |
| Student | 0% | 0% | 0% | 30% | 60% | 10% |

Table 2.2, Instructional Strategies

The choices of answers were as follows: 0 for never, 1 for at least once a year, 2 for at least once a semester, 3 for at least once a month, 4 for a few times each month, 5 for at least once a week, 6 for a few times a week, and 7 for at least once a day.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| I use different types of digital media and tools in my classroom. | 0% | 0% | 0% | 0% | 20% | 50% | 10% | 20% |
| My students use different types of digital media and tools in my classroom. | 0% | 0% | 0% | 0% | 50% | 30% | 20% | 0% |
| I model digital citizenship and ethical use of technology in my classroom. | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 100% |
| My students use technology to identify and help real-world issues or problems. | 0% | 0% | 0% | 20% | 40% | 30% | 10% | 0% |
| I assign higher-order thinking, web-based projects to my students. | 0% | 0% | 10% | 40% | 40% | 10% | 0% | 0% |
| I provide varied formative and summative assessment opportunities for my students. | 0% | 0% | 0% | 0% | 0% | 80% | 20% | 0% |
| My students create their own academic goals that include different technologies. | 0% | 0% | 20% | 0% | 80% | 0% | 0% | 0% |
| I plan activities for my students that involve technology and investigation. | 0% | 0% | 0% | 20% | 0% | 70% | 10% | 0% |

Table 1.3, Device Use for Teachers and Students

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Device  Use | 0  Never | 1  At least once a year | 2  At least once a month | 3  At least once a week | 4  At least once a day | 5  Multiple times each day |
| Short-throw projector | 0% | 0% | 0% | 0% | 10% | 90% |
| Document Camera | 20% | 0% | 0% | 0% | 60% | 20% |