Individual Teacher Technology Assessment Narrative

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Mrs. A is a 6th grade math teacher at Georgia Connections Academy Middle School (GACAMS). GACAMS is a virtual school that services students in grades 6-8. Mrs. A has over a decade of experience teaching Math in a brick and mortar setting. This is her first-year teaching math in a virtual school. Her actual start date was in December of 2017. Currently, she is teaching 6th grade math. Her AdobeConnect class includes an interactive whiteboard pod and PowerPoint, document, and video screen share pod capabilities. It also includes a Poll pod which contains, multiple choice, multiple option choices, and short answer options for student questions; which can be used for quick formative assessments. To communicate with the students she has a video, voice, and chat and Q&A (privacy) pod capabilities. Her students have access to a computer either at home, at a local library or in a learning center. Students can complete assignments at any time however, they are encouraged to follow the course calendar. Mrs. A ’s LiveLesson (LL) class is held from 11-1 on Monday and from 1-2 on Friday. Student attendance is optional. She also hosts, with her learning teammates, in-person math workshops at varying location across the state at least twice a month, because she is concerned about students not having enough face-to-fact interaction.

**Levels of Technology Use and Change**

As an employee at GACAMS, teachers must have a more than a minimal level of technological abilities. However, learning how to transition from the brick and mortar setting to the virtual setting can be daunting. On the Middle School LoTi Survey, Mrs. A indicates that she uses technology daily to create and plan lessons. Mrs. A uses her time during LL to review concepts and skills related to the Georgia Milestones assessments. She uses a variety of tools to help students such as using a share screen pod to provide USA TestPrep standards-based questions to students and in turn the students respond to her via the Q&A pod. Students also have access to USA TestPrep for mandatory self-paced modules and for formative assessments. She records her LiveLessons and posts them on her electronic Message Board for students to access them as needed. Mrs. A believes that digital tools should be used to solve real world problems and she uses the tools available in her LiveLessons to challenge her students in that area. Her students complete self-paced virtual modules in USA TestPrep and in the LMS to learn content and Mrs. A facilitates their learning by assisting as needed. Student work is well integrated into the Georgia Standards of Excellence for Math and students use their laptops/computers daily to complete the assignments. However, there is no evidence of authenticity and there are no unexpected results from student assignments. The audience for student work is limited to the student and the teacher. Her LoTi level is a 3 based on references to the LoTi Level Decision Chart (2011), conversations with Mrs. A , and her responses on the Middle School LoTi Survey.

Mrs. A also answered questions on the Middle School Adopter Survey. Based on our conversations, her Middle School Adopter Survey responses, and Roger’s Diffusions of Innovation article, Mrs. A is an Early Adopter. On the survey, she described herself as an “innovator who will implement any and all new technology” and that she was open to working with an individual in one-on-one setting to learn about new technology that she could use in her classroom. If she sees another teacher using technology in their classroom, then she will be more influenced to use the technology, particularly if the technology is relevant to her content area. “Early adopters use the data provided by the innovators’ implementation and confirmation of the innovation to make their own adoption decisions.” (2003) However, Mrs. A indicated that she always tries to stay technologically current and relevant in her content.

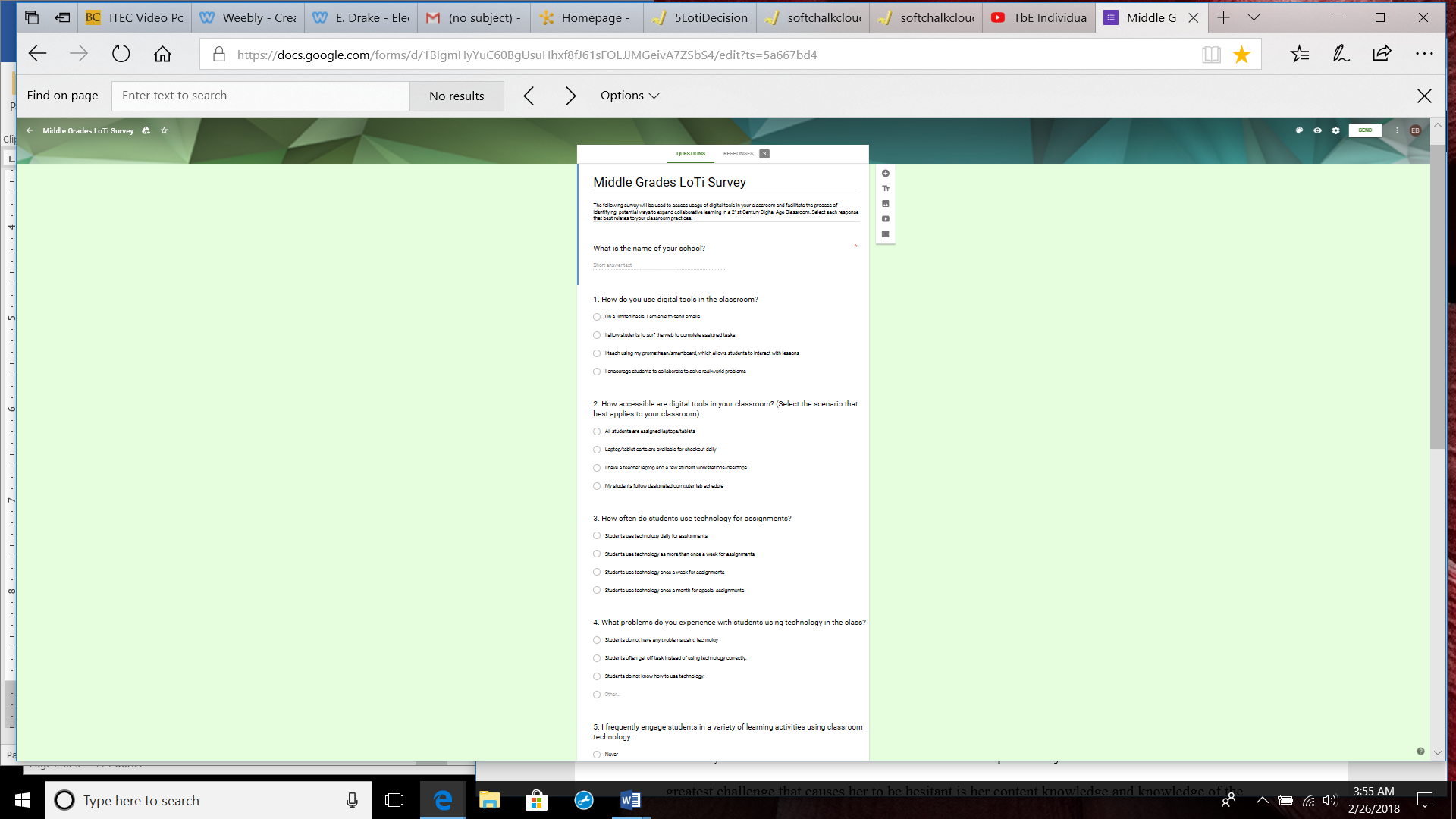
**Technology Training Needs and Coaching**

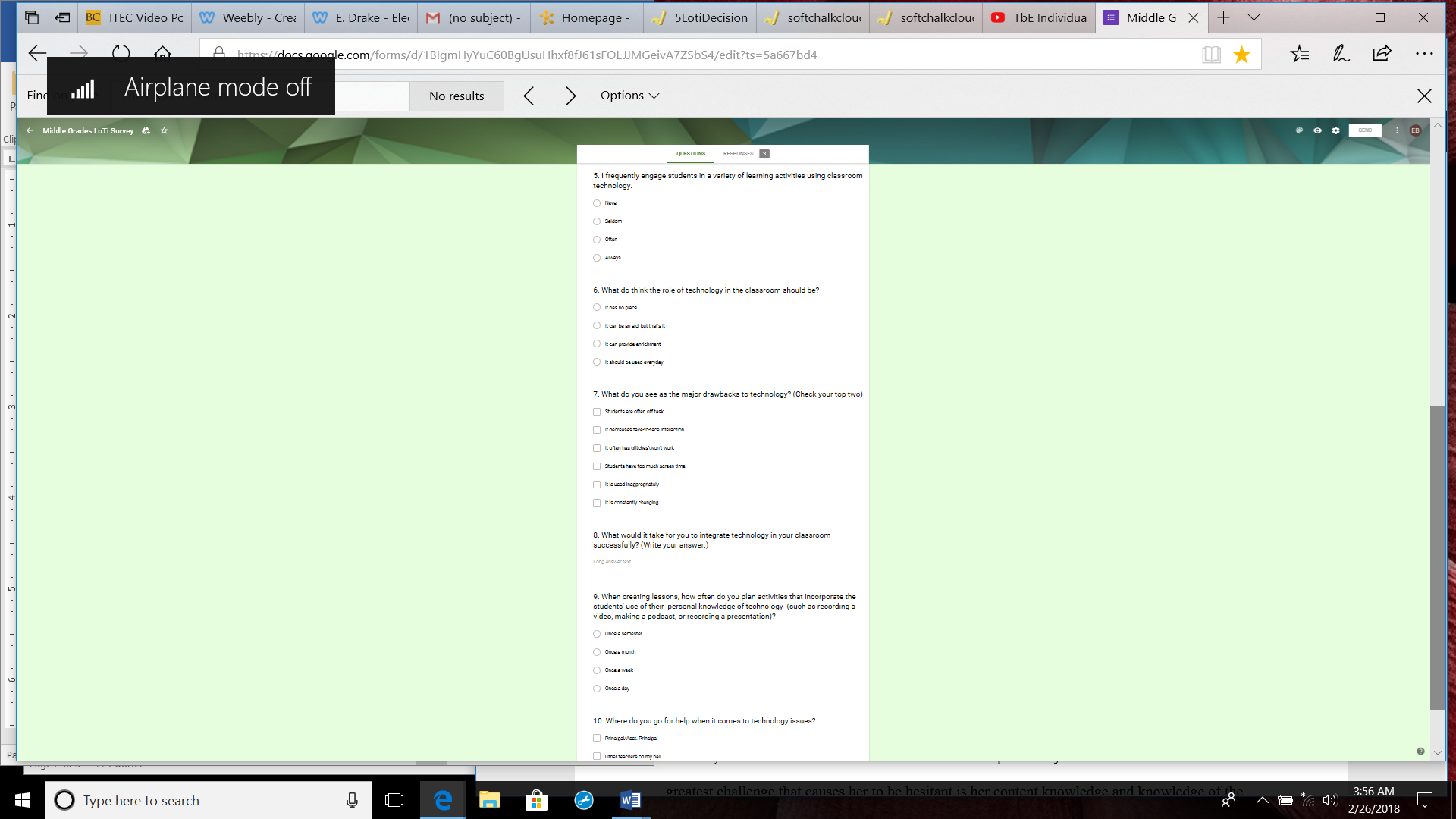
Since Mrs. A is relatively new to the school, she has not had the same opportunity as other teachers to self-evaluate where she ranks on her level of use the variety of technological tools available to her at GACAMS. She is still learning how to complete some of the weekly and biweekly tasks that are assigned to teachers as a standard practice. Mrs. A stated that, “Once I have more time to acclimate to the virtual environment, I will be better able to decide what I will specifically need to learn to help my students.” She does know that she wants to learn if there are additional math specific tools already imbedded in her LiveLesson or in the LMS that she can use to help students besides USA TestPrep. In order for my coaching to yield the greatest opportunity for success, it must be able to be used immediately, relevant, and ongoing. (ISTE 2011) We will meet weekly on Friday’s at 4pm for 30 minutes to 45 minutes for our sessions. Our weekly sessions will be supplemented by Google Hangout communications throughout the workday. As issues arise, emergency sessions will be scheduled for support.

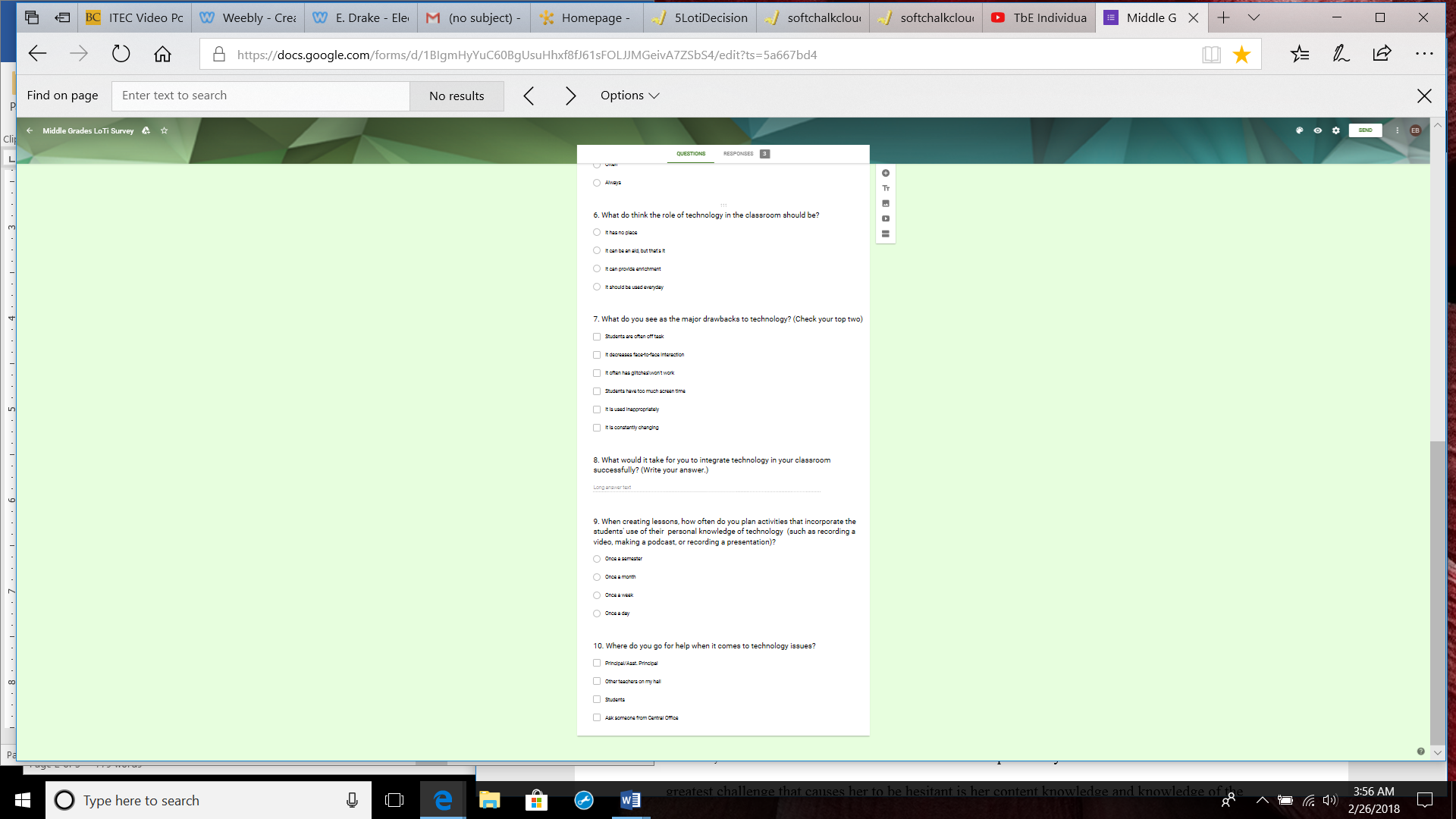
Some of the tasks that Mrs. A wants assistance with are: updating attendance, dropping assignments and assessments, assigning temporary zeros, creating custom assessments in the gradebook, creating GoFar assessments in SLDS, and creating Preliminary Retention lists, letters, and calls.

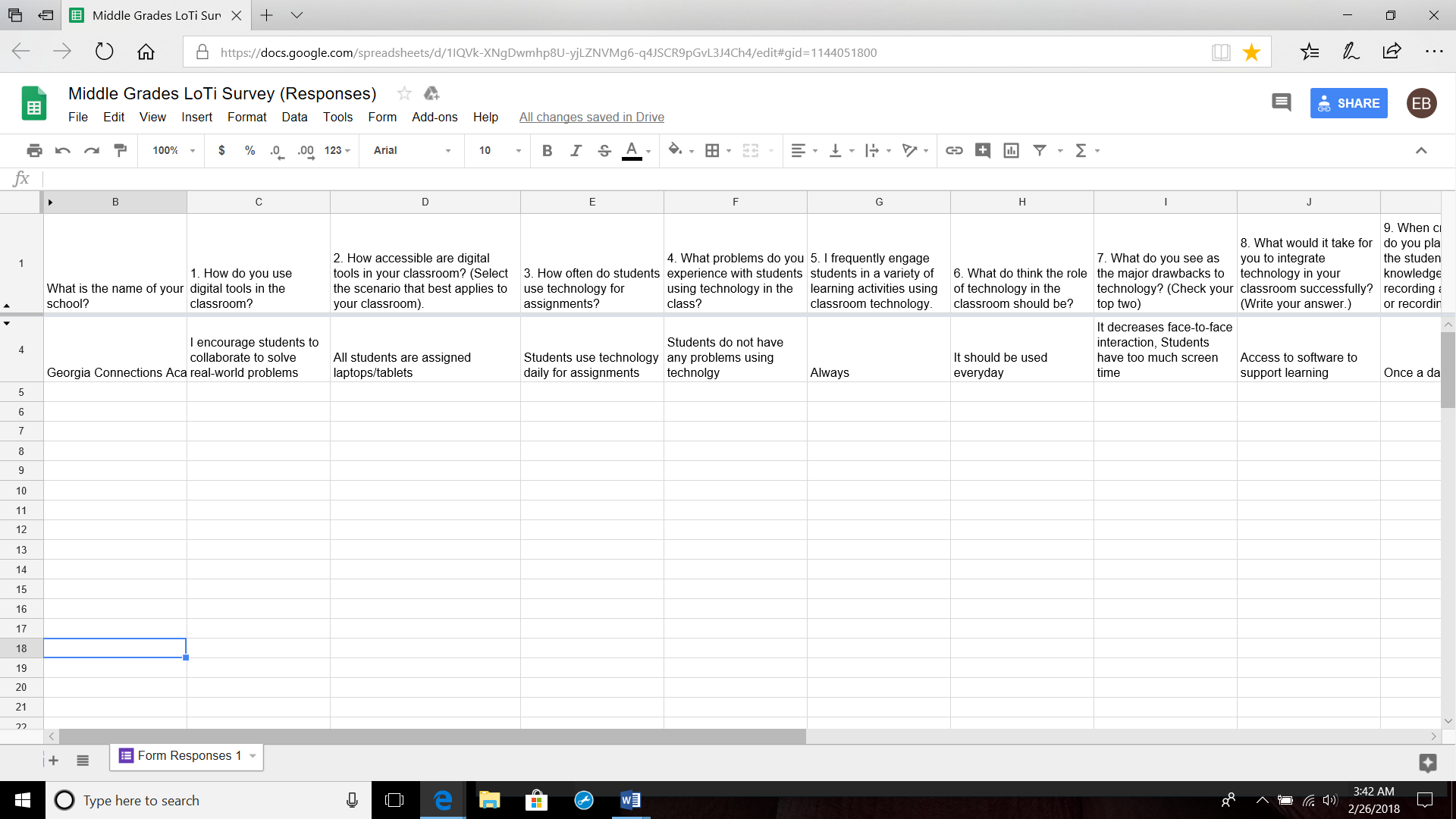
* Attendance-Teacher receive a weekly attendance spreadsheet from the attendance coordinator, then teachers extrapolate the data for their homeroom students to determine accuracy of attendance logs for each student and communicate changes to families as needed. This requires the use of three tools, excel, our LMS attendance log, and our LMS email system.
* Temporary Zeros**-**The task of dropping an assessment and assigning temporary zeros can be combined in our sessions since they require accessing the same area of the LMS. Specific assignments are dropped for students who transferred into the school and for certain students with IEPs. Temporary zeros are assigned are applied to students’ gradebooks when they are two or more weeks behind in course work according to the course calendar. Prior or post assignment of temporary zeros a webmail to students and families for notification.
* Custom Gradebook Assessment Creation**-**Custom gradebook assessments are created for assignments that are outside of the LMS modules. Examples include USA TestPrep modules, GoFar Assessments, and participation points. Care must be taken when creating these because they cannot be deleted from the system once created.
* GoFar Assessment**-**Creating GoFar Assessments in SLDs requires teachers to have a working knowledge of the Georgia Standards of excellence for their content and the scope and sequence for the year for their course. Questions must be collaboratively selected, modified and assigned via the Georgia Longitudinal Data System created by the Georgia Department of Education.
* Retention Lists, etc.-Teachers also need to create a preliminary retention list of students based on data in the LMS student gradebooks. Current student grade data is entered into a spreadsheet, the preliminary retention status must be entered into the LMS, emails must be sent to the students and parents calls must be made to discuss plans for remediation. Teacher must take care to log and summarize the calls.

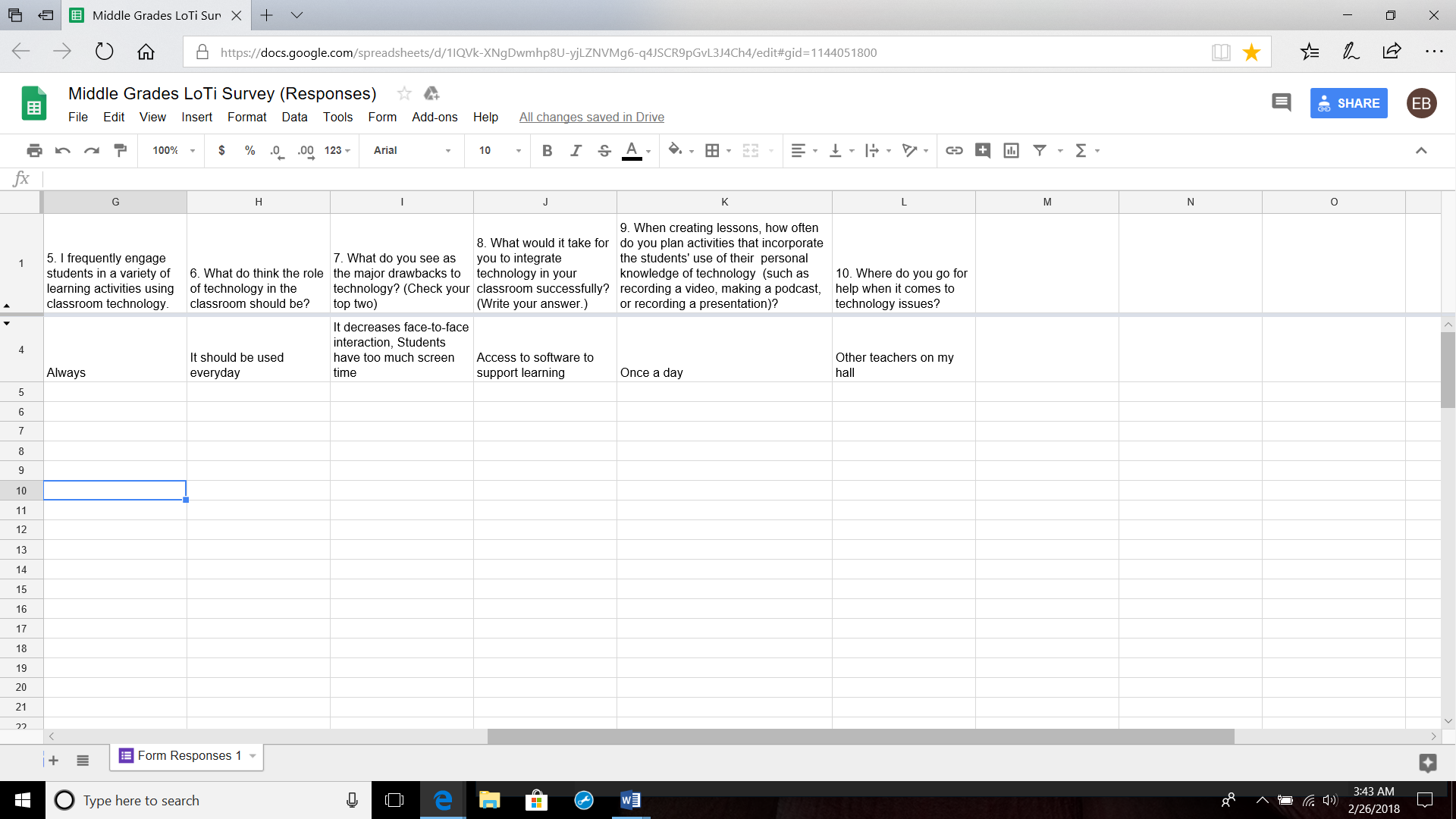
One of the tasks Mrs. A requested was to learn about content specific tools to help her students master content. “Technology and material resources for professional learning create opportunities to access information that enriches practice.” (Learning Forward 2017) As a coach I will collaborate with veteran math teachers in the school on the content- based tools that are available in Adobe Connect and in our LMS. I will need to research these tools and will plan an opportunity for both of us to observe some of the tools being used by veteran teachers. During our sessions, Mrs. A will practice using her new content-based tools, using me as her pupil, and afterwards we reflect on the sessions. When she feels that she is ready, I will observe while Mrs. A uses the tools in her class. We will collaboratively create feedback in the modified After-Action Report on our Google Drive and we will discuss our notes in our next session. Mrs. A expressed that she has greatly appreciated the offers made to her for help as she onboards to GACAMS and she would love to return the favor when new teachers arrive to the school.

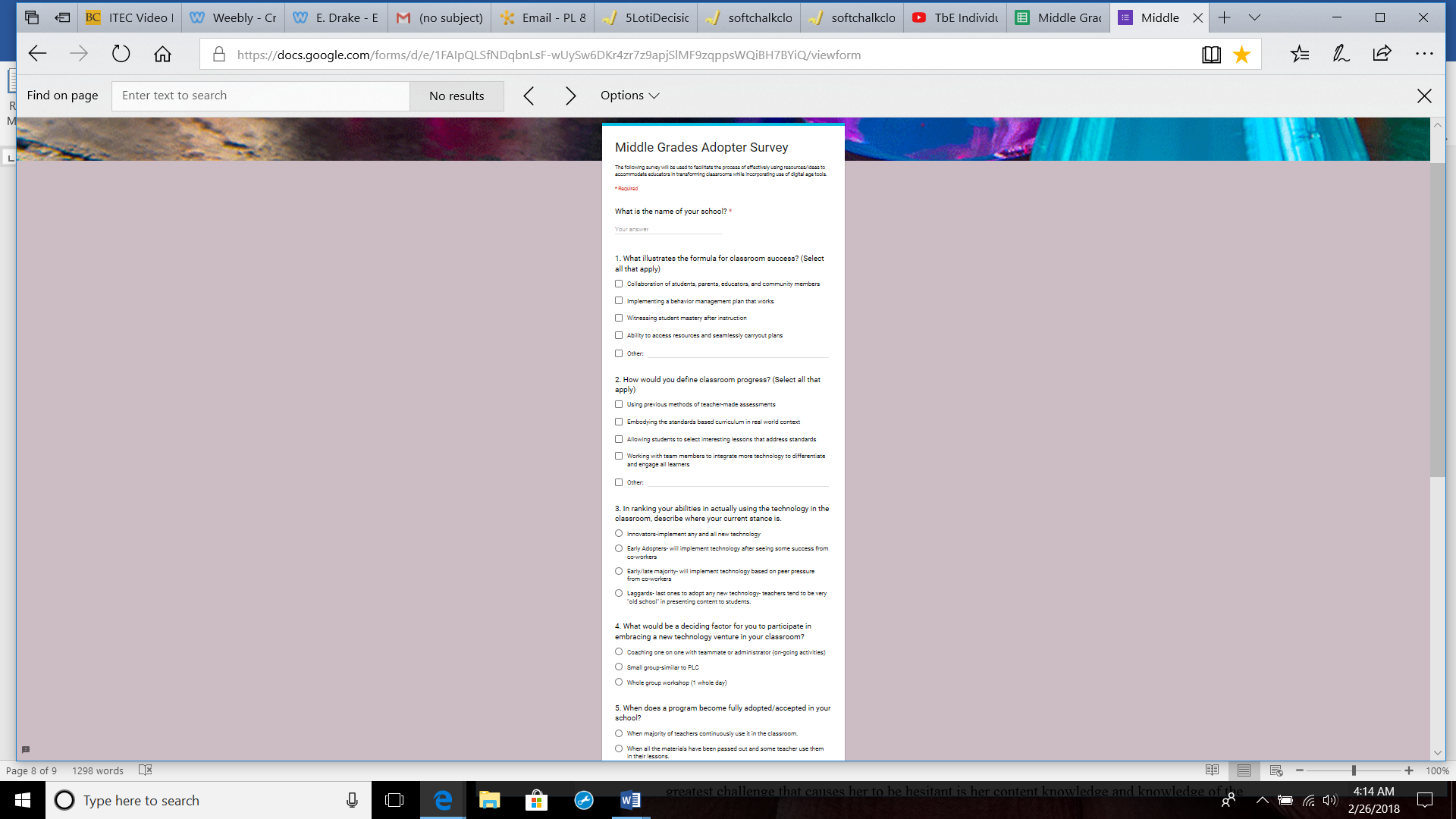
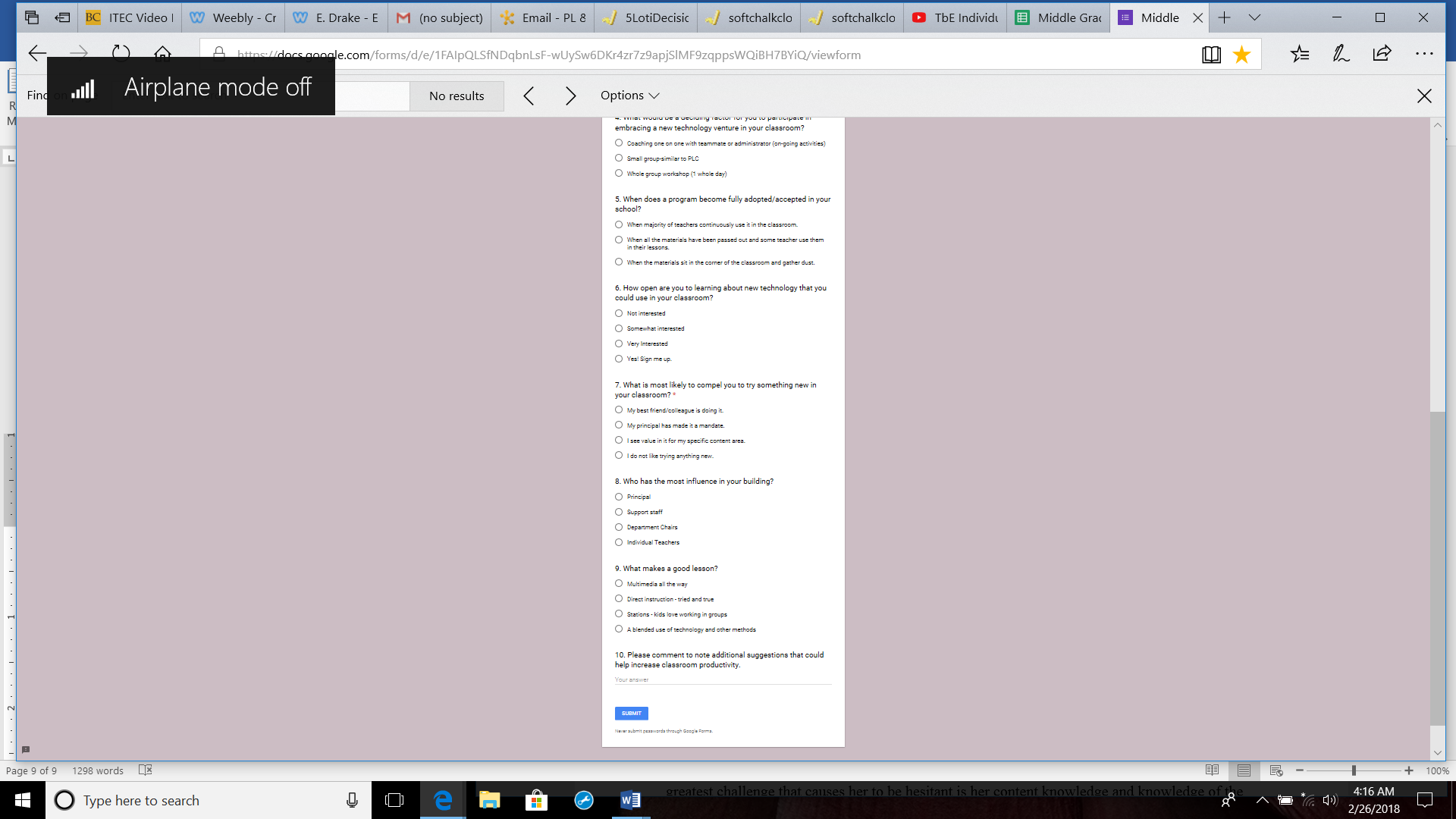


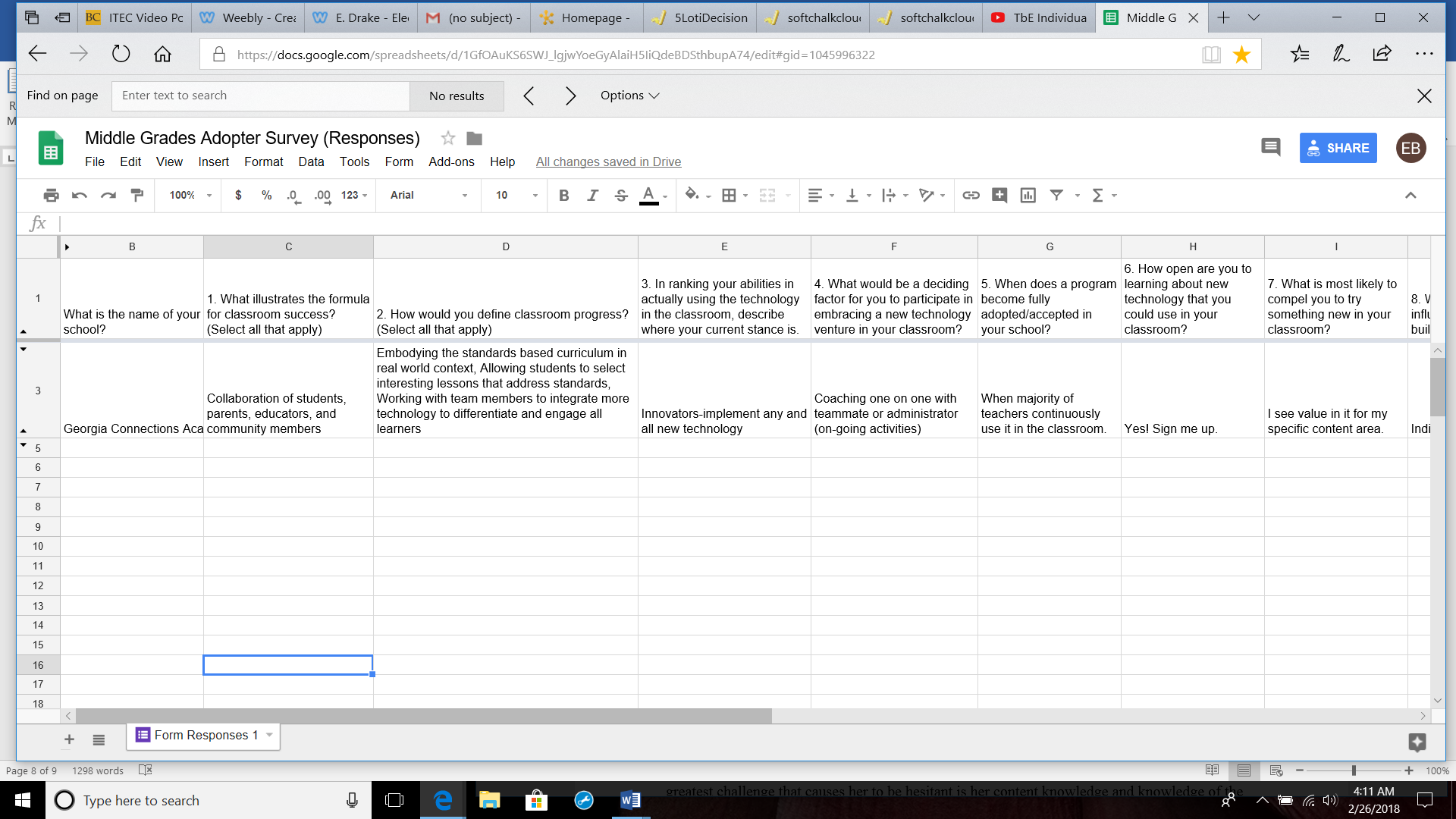


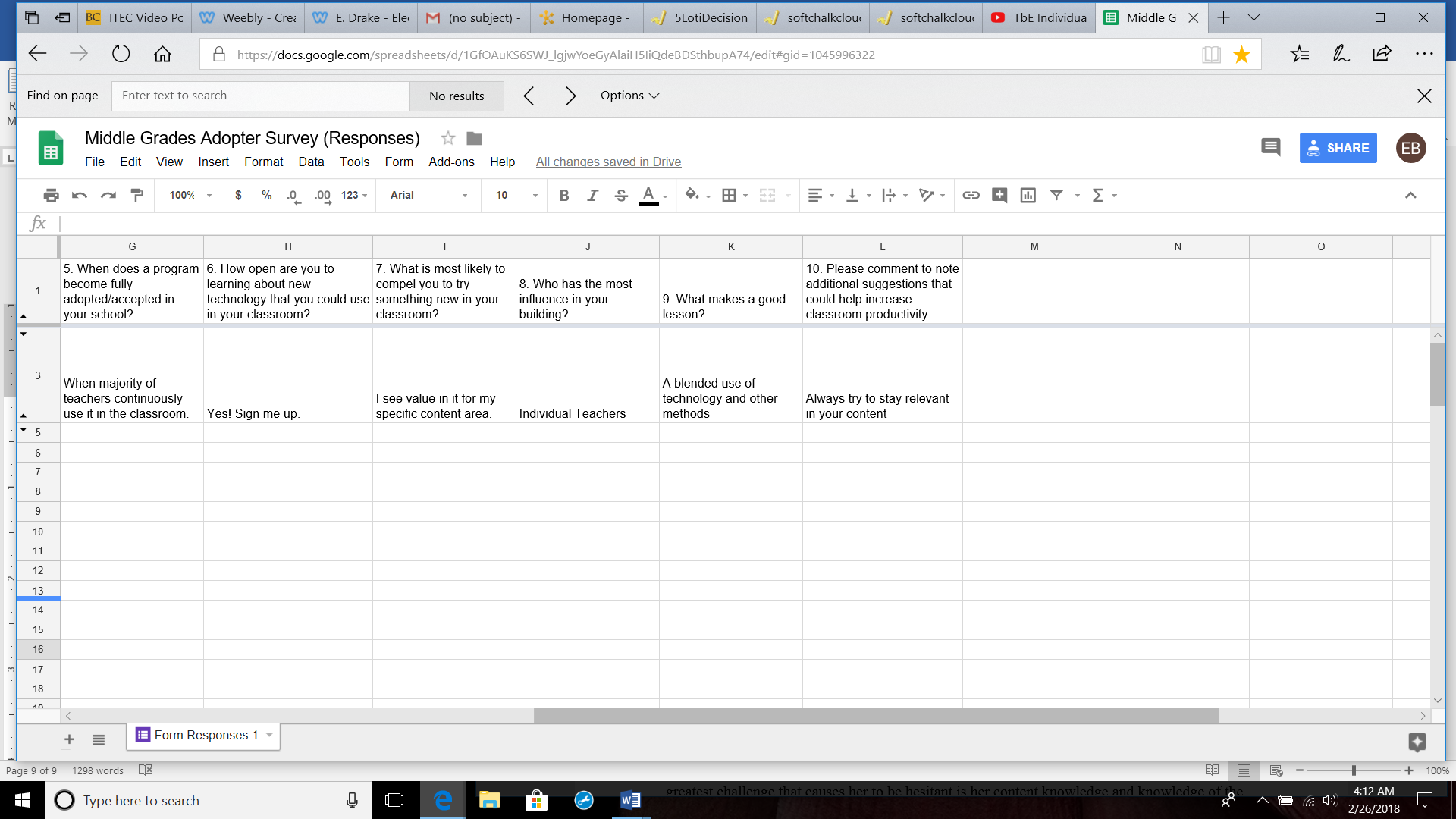










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