Individual Teacher Technology Assessment Narrative

Birgitta D. Johnson

Kennesaw State University

**About the Teacher**

 Dr. Fowler is a new teacher to Atlanta Public Schools and Atlanta. She was previously a teacher from another state and started off in Atlanta Public Schools as a substitute teacher. She has a second grade classroom and has a Promethean board and four desktop computers in the classroom for use at all time. The school has implemented a technology class run by a teacher and is attended by all classes weekly. The school also has a second computer lab that is available for sign up to use for a full class. The school also has access to check out 1 of 3 iPad carts. There are also around a dozen computers available in the media center to use.

 Before giving Dr. Fowler the survey, she had already talked to me about her apprehension about using technology in the classroom. She had been out of the classroom environment during the educational technology integration so she was feeling very apprehensive about using technology. She took the first survey and one of her concerns was that she was knew the very basics of using technology for her interactive whiteboard but was still unsure about using all of the digital tools and technology to work successfully with instructional delivery and providing students with using all of the Internet tools that other teachers were using with the students.

 She knows that technology is very important to her students and that she admits that she is sure that the students know more than her so she wants to work with me to be able to have a stronger working knowledge of the technology to implement it throughout the day. She wanted to work with me to see how she can start using technology more often and effectively towards her own professional development and to have the technology implemented for student learning. She said that she knows that the students will benefit from the technology when it comes to differentiation and meeting students at their level and she wants to be able to work with me to have the time to learn it and plan how to implement it successfully.

**Levels of Technology Use and Change**

 In our initial interview, I asked her how was she using the technology in her classroom. She laughed and said that she “had only been using the Promethean Board as more of a projection of what was on her computer” (B. Johnson, personal communication, 2016). She was using the flipcharts that she had been provided from other teachers. She was recently made aware of premade flipcharts available on the Promethean Planet website (prometheanplanet.com) so she was finding and downloading flipcharts. She admitted that she had not attempted to create her own flipcharts due to it seeming overwhelming to make after she downloaded and used the already made flipcharts.

 She also used the Promethean board to show videos and tutorials and to work with students when it came to showing them what was expected on the websites that they would be using on the desktop computers. When asked if she had taken advantage of the iPad carts, she said she checked them out, but it seemed so hard to get the students on sites and applications that she had not wanted to really deal with iPads because she was not 100% comfortable with using them, she did not want to use them with the students until she had a better working knowledge of them herself. She would fall at a LoTI Level 1 because she is aware of the various tools at her disposal, but right now is only taking the most advantage of it with teacher delivery only. She wants to raise her awareness and let her students to be able to use technology fluently as well.

**Technology Needs and Coaching**

 One of the first things that Dr. Fowler requests and wants training on was the ins and out of the Promethean board. She really would like to start her own flipcharts and learn how to use it throughout the day across the curriculum. She noticed that I used my Promethean boards for Social Emotional Learning in the morning with my students. It is a way that it helps me stay on focus for the lesson that is really only supposed to last about 25 minutes. I think that she would benefit from the basic little tricks of creating a flipchart from page backgrounds, fonts, and color.

 She said she would be willing to look at some of their online professional development videos that Promethean Planet has for teachers who don’t have time or money to attend face to face professional developments. I would work with the peer coaching method with helping her to understand how she can edit the flipcharts that she downloads from their website. She said in her interview that she had some difficulty with some flipcharts and didn’t realize that she could edit those charts. Through peer coaching, I can assess where she is with our training and plan for the next steps when she is ready.

 We would work with creating those flipcharts that she can use daily and interact with the students with using the Promethean board. The goal is to have these tools to work with gaining her confidence with using technology daily and effectively. The end goal would be that she is not just using the Promethean board as just a projection of the computer that it is engaging students in conversation and performance on the interactive board. The goal is that she is comfortable with using it as a teaching tool for student achievement. As she gets more comfortable with the Promethean board and ActivInspire, we will add more elements to flipcharts and using other online programs whiteboard features. For example, using the online interactive student textbooks through the reading and math programs.

 The next highest priority was to start integrating technology in with her students so that he students could begin using the technology available to the class to their advantage. We agreed that we would work on her learning more about the programs that are available to the school such as Kids A-Z and Ten Marks for more individualized student learning. She will attend the Reading A-Z program training on our Professional planning day and she would come back with the additional questions on what she needed to do to get the students started on the program.

 We would spend our training sessions that are guiding towards student achievement with working on individualizing these programs to work for her students. We would spend the first session making sure everyone is set up and looking at any information regarding setting students’ reading levels and assigning them books to read. On the math program, we would make sure students are set up and assign problems to students based on achievement. We would then discuss the best delivery methods of the websites to set up norms for the students when they are using the program in the classroom.

 This will require a lot of collaborative planning with Dr. Fowler and I really working on two goals, gaining her confidence in using technology and with integrating technology with her students. If she does well with integrating those programs with her students, we would move on later to using the iPad cart with other online programs such as Moby Max and showing her other teacher presentation tools through ClassFlow or Nearpod. These programs are more interactive and still allow for teacher delivery but also allows for classroom participation with technology.

**Reference**

B. Johnson, personal communication, September 2016