Individual Teacher Technology Assessment Narrative

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The teacher I have chosen to coach is named Naomi Schapley. She teaches one class of 10th Grade Literature and Composition and the rest 11th grade American Literature and Composition. She has a masters in English Education from Kennesaw State University and eight years of teaching experience. This is her fourth year of teaching at North Paulding High School (NPHS). In her classroom, Ms. Schapley has a teacher computer, a SMART Board and LCD projector, a document camera, and a digital camera. She incorporates technology into her instruction daily. Ms. Schapley's personality is that of an early adopter. She adopts new technology based on recommendations from others or from positive reviews in the literature. She has many friends at school, but shies away from leadership roles. In the past year she has received 5 hours of technology training for using her SMART Board.

As the media specialist at NPHS I have known Ms. Schapley several years and have seen that she is eager to embrace technology in the classroom. I approached Ms. Schapley about coaching several weeks ago when she was in the media center with her classes. She seemed eager to embrace the coaching partnership and commented that she always liked to learn new things to engage the students. "Technology helps with engagement and creates a classroom that's rich with teaching and learning," she stated in my individual assessment survey (Figure 2). During our initial conversation I expressed concern that she might know more than I do at this point, but she seemed confident we could learn from each other. As mutual learning is one of the tenets of Jim Knight's Instructional Coaching: a Partnership Approach to Improving Instruction, a true partnership was born.

We began planning our direction by naming what Ms. Schapley already uses with her classes in order to better assess what innovations we could add or improve upon. Edmodo is her classroom management web 2.0 software. All of her students have accounts and must submit

their projects for grading via this site. The majority of her grading is done in this fashion. I

found it interesting that on my survey she answered the question, "How far are you from going

paperless in the classroom?" with "occasionally post assignments to my website." In my

opinion, she is very nearly paperless. Her students visit the media center or a computer lab

almost every week to do research using such databases as GALILEO, Gale Virtual Reference

Library, and Google Scholar. They create class presentations using Prezi, Glogster, and

Animoto. When she remains in her classroom, many students bring their own technology in the

form of tablets, laptops, netbooks, Smartphones, and eReaders. Despite the plethora of

technology in Ms. Schapley's classroom we were able to identify some areas she would like to

improve.

> Explore the opportunity for students to collaborate online

> Explore ways to go paperless

> Explore ways to use her SMART Board more interactively

> Explore ways to use her document camera more interactively

> Receive training in Office 365

Ms. Schapley and I have already begun addressing these technologies.   Meetings

between us are not a problem since she visits the media center daily during her planning period.

We have been and will continue to discuss technology coaching several times a week. Our plan

is to introduce an innovation to her class or to train her personally on new software every other

week. Just this week, I introduced Google Drive to her classes to facilitate student online

collaboration and use of the free production tools and file storage that Google offers in the cloud.

Google Drive is also another way to go paperless as students can turn in or share work online and

Ms. Schapley can insert comments and complete grading online. We have plans to find

assignments or lessons that integrate the SMART Board into her instruction and will meet on that next week. In the mean time I plan to explore the SMART Exchange and look for lessons that could be adapted to her classroom.

Despite my early, unnecessary concerns that she was perhaps too much of an innovator to benefit from coaching, Ms. Schapley personifies the perfect first coaching experience. My relationship with her is a true partnership where we establish easy dialogue, make decisions together, create together, and learn from each other.

LOTI Teacher Questionnaire (Responses)

How far are you from going paperless in the classroom?	In how many hours of technology professional learning have you participated from August, 2012 – August, 2013?	In which programs have you received special training?	How often do you take your classes to use computers in the media center or labs or use computers or handheld devices in your classroom?	How often do your students interact and collaborate online?	My students use digital tools to solve "real-world" problems or issues of importance to them related to the content standards.	When your students conduct research online, what types of sources are they REQUIRED to cite?	My students complete web-based projects that emphasize high level cognitive skills.	Do you allow students to bring their own devices to class? If so what types of technology?	Are you involved in professional learning activities that analyze data and make recommendations to improve student use of technology in the school?
Occasionally post assignments to my website	5	SMARTboard technolog	Weekly	A few times a year	Yes	Informational websites, Productivity sites such as Prezi or Edmodo, Streaming video, Databases such as Galileo, GVRL, Infotrack, etc	Yes	Tablets, Laptops, Netbooks, Smartphones, eReaders	no

Figure 1

Individual Teacher Technology Use Assessment (Responses)

I like to tell others about new brands or technology	When I attend a professional development workshop, I integrate ideas from that workshop into my lessons right away.	I spend more than 10 hours a week on the Internet at home.	When a new teaching strategy is introduced I usually	In my social life, I prefer to	My opinion of student's that use technology in the classroom is:	When introduced to a new technology I usually:	At my school I:	Would you ever consider conducting a professional development opportunity for your peers?	What technology do you currently use in your classroom?
Agree	Neutral	Yes	Want to know more about it before trying it in my classroom	Associate with those who are adventurous and like to try new things	Technology helps with engagement and creates a classroom that's rich with teaching and learning	Can't wait to try it out	I have lots of friends at my school but I don't like leadership roles	Yes	Prezi, Animoto, Google Docs, Edmodo, Glogster, Internet, text alerts, Word, PowerPoint

Figure 2

References

Knight, J. (2007). *Instructional coaching: A partnership approach to improving instruction*. Thousand

      Oaks, CA: NSDC.