Surveys

LoTi

I participated in the creation of a LoTi Survey and an Adopter Survey with the members of PLC Group 3.

The LoTi survey was emailed to three colleagues, and they each completed it online, but Google did not disaggregate the responses. The decision was made to conduct an interview where the survey questions were asked to a single colleague that was previous identified as a strong candidate for a collaborative coaching partnership. During this narrative, Ms. T. Ology, is the name that will identify said teacher.

Although Ms. T. Ology and two other DES teachers completed the initial LoTi survey, the specific questions from the survey were asked in an informal face-to-face interview with Ms. T Ology. There were twelve survey questions designed to find out Ms. T. Ology's technology use that included online presentation tools, formative assessments, critical thinking, collaboration, and student engagement.

Ms. Ology's responses were somewhat inconsistent. For example, when asked about the frequency in which students use technology-based critical thinking skills, her response was "Never", but she indicated that she "Sometimes" use technology for formal assessments like Kahoot fifty percent of the time, and "Consistently" use online learning for student engagement eighty-five percent of the time.

Ms. Ology's responses ranged from NEVER: not using standards based technology with an unknown outcome; not communicating with people outside the school; and not using technology to create original artifacts to represent student learning; to SELDOM use technology to complete real-word assignments; and individualized use of technology based on student interest. Ms. Ology's primary digital options include classroom desktops, and mobile devices.

Based on the inconsistency of her responses, she would most likely rate a LoTi Level 2: Exploration, where her general technology use is teacher-centered. She and her students are likely to engage in lower order thinking skills that involve comprehension and knowledge-based activities that focus on content understanding.

Adopter

Two days later, the interview resumed so that Ms. T. Ology could answer specific question from the Adopter survey. There were thirteen questions that would fit into the following categories: Instructional, Administrative, and Operational. Some questions could fit into multiple categories.

Instructional questions included: looking for and using new technology tools, and collaborating with peers. Operational type questions included: sharing knowledge about web-based tools, attending colleague-led workshops, and identifying and seeking building-level technology support personnel. Administrative questions involved questions pertaining to actual school administration, and looking for new technology to incorporate.

Knight, Jim. (2007). Instructional coaching: A partnership approach to improving instruction.
    Corwin Press: Thousand Oaks.

Again, Ms. T. Ology's responses indicated that she is willing to attend technology related workshops lead by peers, but she seldom looks for new technology innovations, and seldom collaborates with peers, because in her own words, there is "no time" (M. T. Ology, Interview, 2018). She ranked herself a two out of four for her comfort level in integrating technology into her instruction and the same for her willingness to experience change and uncertainty in her classroom. She scored herself a four out of four indicating that she is very willing to allow students to use technology. The questionnaire concluded with her raking herself as open to new innovations and strategies to use with technology, and is often looking for ways to use technology to enhance learning for her students.

It was interesting to learn that Ms. T. Ology feels that the administration rewards teachers who actively use technology, by not hearing about it in meetings. Basically, it sounded like the reverse of harassment. As long as technology is used, she feels that the administration does not say anything, but if teachers do not use technology, she feels that the administration will bring it up in meetings or conferences.

Interview

The interview was conducted over two settings. One face-to-face and on telephone session to complete the Adopter Survey. Initially, it was discussed to use Google Hang Out using the video conferencing tool, but it did not take place as planned.

Although Ms. T. Ology surprised me with the level of engagement she reported herself as using, the interview revealed that her paraprofessional initiated the use of Kahoot by creating and managing at least one assessment. When Ms. T. Ology said that she was familiar with a specific digital tool, follow up questioning quickly revealed that she really does not have a firm understanding of a tool or may only have used it a few times. I was correct in assuming that one of her biggest area of need is her level of confidence with using technology. She says that she is interested, but admits that she feels there is "no time" for peer collaboration.

Needs Assessment

Individual: Ms. T. Ology

One-on-one coaching is recommended for this teacher. The dilemma is that her actions do not match her words. She says that she is interested and wants to learn, but whenever I reach out to her, either she is preoccupied or fails to follow up unless it is last minute. Ms. T. Ology has some skills, but I recommend that she sit down with an Instructional Coach (IC) and specifically state what she would like to learn or "take away" from a coaching experience and go from there.

I think that she keeps "moving"- busy, so that no one will know how much (or little) she knows. I sense that she may feel insecure with her current technology and may overstate her use and maybe even her interest in using technology. She knows that Clayton County is a Google District now, and is phasing in the Google tools over time to allow teachers to not feel so overwhelmed.

I believe that she is in the precontemplative stage of change, that Kinght (2007, p. 85-89) writes about. Prochaska et al.'s Stages of Change (1994) lists the following stages that take place in a spiral type back and forth pattern: 1) Precontemplation- ignore data that suggests change, 2) Contemplation- begin to

Knight, Jim. (2007). Instructional coaching: A partnership approach to improving instruction. Corwin Press: Thousand Oaks.

consider change, 3) Preparation- making plans to/ for change, 4) Action- initiate change: "Just do it" 5) Maintenance- ongoing personal struggle associated with said change, and 6) Termination- no longer struggling to make change happen.

As a Department of Exceptional Students (DES) teacher, Ms. T. Ology, needs her very own ITP- Individual Technology Plan. This plan will work similar to an Individualized Education Plan (IEP), that she implements for students on her caseload.

Building: Huie Elementary School

The staff should continue to receive professional development from Mr. Henry, Media Specialist, that is aligned to the county's technology implementation schedule of Google tools.

Mr. Henry offers staff PD and will assist individuals as a team or on a case-by-case basis.

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Links

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LoTi Survey, created by PLC Group 3

https://drive.google.com/open?id=17ytEWQVveRMdRq3UwCOk71x0Ns-wDmykgqE-3cLOCZA

Adopter Survey, created by PLC Group 3

https://drive.google.com/open?id=1yfx6i_kQYeDX8eFfb-JRW2l7j5FqTq5f8_D0u6WJbyw

Knight, Jim. (2007). Instructional coaching: A partnership approach to improving instruction. Corwin Press: Thousand Oaks.