

# CONFESSIONS OF A TECHNOLOGY COACH

Debbie Beaudry

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# Overview

- ❑ Action research study
- ❑ Twelve classroom teachers at my school
- ❑ Help teachers integrate technology
- ❑ Worked one-one-one
- ❑ Small group working sessions
- ❑ Results: increased use of technology

# Confession

- ❑ Learned more than those I coached
- ❑ Had technical expertise, no classroom experience
- ❑ Different than fine arts computer class

# Why?

- ❑ Teachers always asking technical questions
- ❑ Responded to emails, questions in the hall
- ❑ Offered one-day workshops
  - ❑ Don't really help change practice
  - ❑ Only thing I knew

# Technology Coach

- Alternative method
- Technical expert works one-on-one with classroom teacher
- District employee, graduate student, etc
- Can work on regular schedule
  - ▣ Technical support
  - ▣ Develop lessons
- Come into classroom

# Plan for Coach

- ❑ Work within existing structure
- ❑ Be available before and after school
- ❑ Could co-teach during planning time
- ❑ Available via email

# What is Action Research?

- ❑ Teachers researching their practice
- ❑ Teacher is researcher
- ❑ Used for classroom, professional development
- ❑ Systematic & reflective



# Research Question



If I work as a technology coach with classroom teachers, will they increase the use of technology in their classroom?

# The Plan

- Who?
  - Twelve classroom teachers
  - One technology coach
- How long?
  - Twelve weeks
- How will I evaluate?
  - Paper pre- and post-survey
  - Pre- and post-focus group
  - Journal

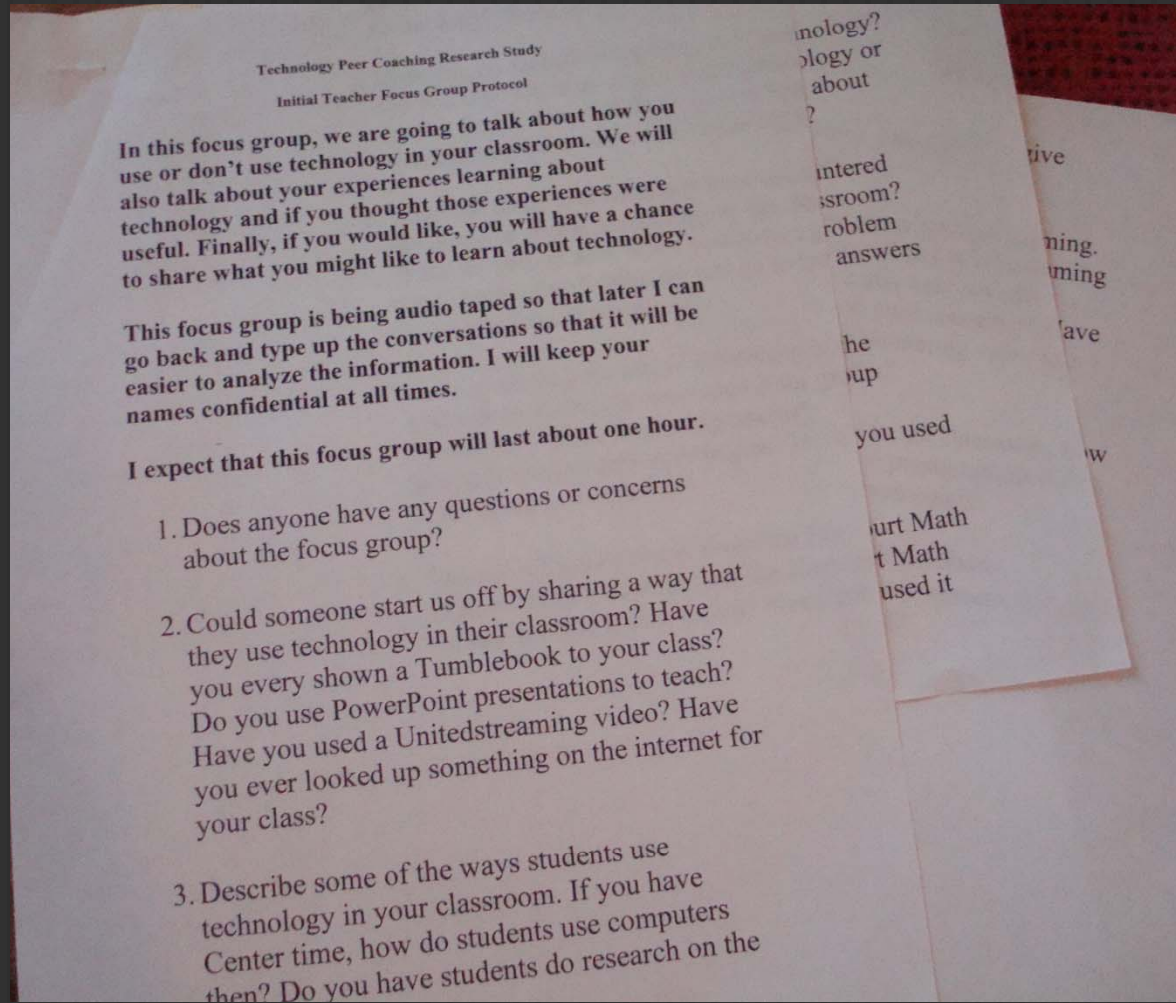
# Data Collection: Survey

Please circle the number that best describes how often you use the technology below. Remember, all information is kept confidential and names will not be reported when the results are reported.

- 1: Do not use
- 2: Use monthly
- 3: Use weekly
- 4: Use daily

1	2	3	4	Microsoft Word
1	2	3	4	Microsoft Excel
1	2	3	4	Microsoft PowerPoint
1	2	3	4	Harcourt Math Center
1	2	3	4	Riverdeep
1	2	3	4	Teacher Edition's of textbook online
1	2	3	4	Student Textbooks online
1	2	3	4	Unitedstreaming
1	2	3	4	Edmark
1	2	3	4	FCAT Explorer
1	2	3	4	Tumblebooks
1	2	3	4	Edline
1	2	3	4	World Book Online
1	2	3	4	WebCat
1	2	3	4	Reading for Meaning
1	2	3	4	Inspiration

# Data Collection: Focus Group



# Data Collection: Journal

Monday - 60 Jan Session  
B.B. B.M., K.K., S.L. (NR  
came to end)

K.K. + S.L. + B.M. starting from scratch -  
Gave them hand-outs I made +  
they followed them with me shouting  
"you're running around"

B.B. needed to know how to  
erase his old files. He was also  
retyping all his students name  
on each grade sheet. Showed  
him how to do create master list  
and then Save As under different  
names. He was very appreciative!

The rest got all their grades + all in  
B.M. - how to add in extra credit  
S.L. - How to do weighting - is all  
multiplication spread rest are one grade  
I ~~wanted~~ want to know how to  
print all reports on one page.

But does each subject on  
separate pages + he demanded  
that

Most say they do grades  
at home + B.M. has CD from  
last year

But said L.Z. know how  
to print on one page

9/19 - Go see L.Z. to give  
to show me reports on one  
page. Couldn't really get it to  
work well. I need to  
try again + she said shed  
work on it

She said Diane Campbell  
know how to do weighted  
grades

I emailed Diane + she  
stop by - didn't really know how  
to weight. Suggested separate sheet  
for Speltz multiplication tests + put  
one grade on each report

9/19 went to Christina Labaree  
She had asked how to get  
outlook to work on desktop  
Taisy to do mine, copied the code  
+ went to Christina - it worked

9/21 - Created a lot of student +  
teacher access codes for Scholastic  
Koverdeep, REAR Explorer, etc.

Teachers said they thought it was  
helpful - sent copies of student  
codes home to parents

# Focus Group

- Volunteers saw benefits of technology
- Let's listen to their words (taped after)

# How do feel about using technology?

“I’ve tried it. And I guess I know how the kids feel because when it’s not successful you think, oh my gosh, I’ve just **embarrassed** myself in front of them...that makes me afraid to try it again. You know what I’m saying?...I feel **humiliated** by it.”

# How do feel about using technology?

“Of course in kindergarten, they need a lot of assistance, but you know, a lot of times it’s things that unfortunately I’m not always able to assist them with and that’s pulling me away from the center I’m trying to work with...it’s almost more trouble than it’s worth when you don’t have anybody to help supervise them.”



# How do they feel about learning technology?

- Let's listen

# What Happened?

- Answered questions via email
  - “What’s my login for Unitedstreaming?”
  - “How do students access online textbooks?”
- Created a “cheat sheet”
  - Web addresses
  - Usernames
  - Passwords

# What Happened?

- Went to their classrooms before or after school
  - “How do I add an icon to my desktop?”
  - “How do I create an assignment in Riverdeep?”
  - “How do I activate my Edline account?”

# “Jam Sessions”

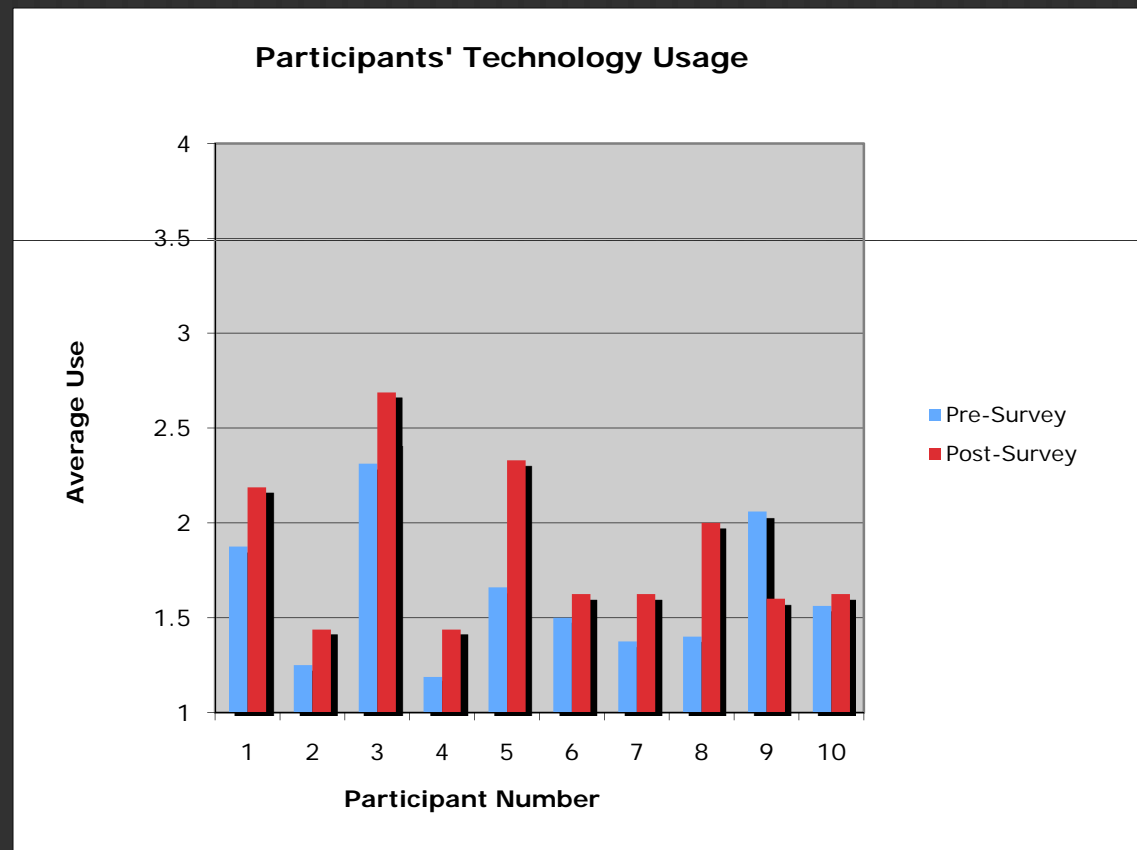
- Teacher requested
- Informal, optional, working sessions
- Teachers bring materials
- Sessions for:
  - ▣ Grade Quick
  - ▣ Riverdeep
  - ▣ Harcourt Math
- Questions of classroom use/pedagogy answered by participants

# Team Teach

- ❑ Fifth grade class
- ❑ Students create graphs in Excel
- ❑ First time I modeled how to create graph
- ❑ Classroom teacher answered assignment questions
- ❑ Second time, teacher modeled creating graph

# Survey Results

4 = Use Daily  
3 = Use Weekly  
2 = Use Monthly  
1 = Don't Use



# Journal Results

- ❑ Logged 60 times that I offered assistance to teachers
- ❑ Divided questions into three categories

# Category 1

- Administrative and logistical uses of technology
  - Login to Course Wizard
  - Running reports in Scholastic Management
  - Activating Edline account
  - Hardware: printer, jump drive



# Category 2

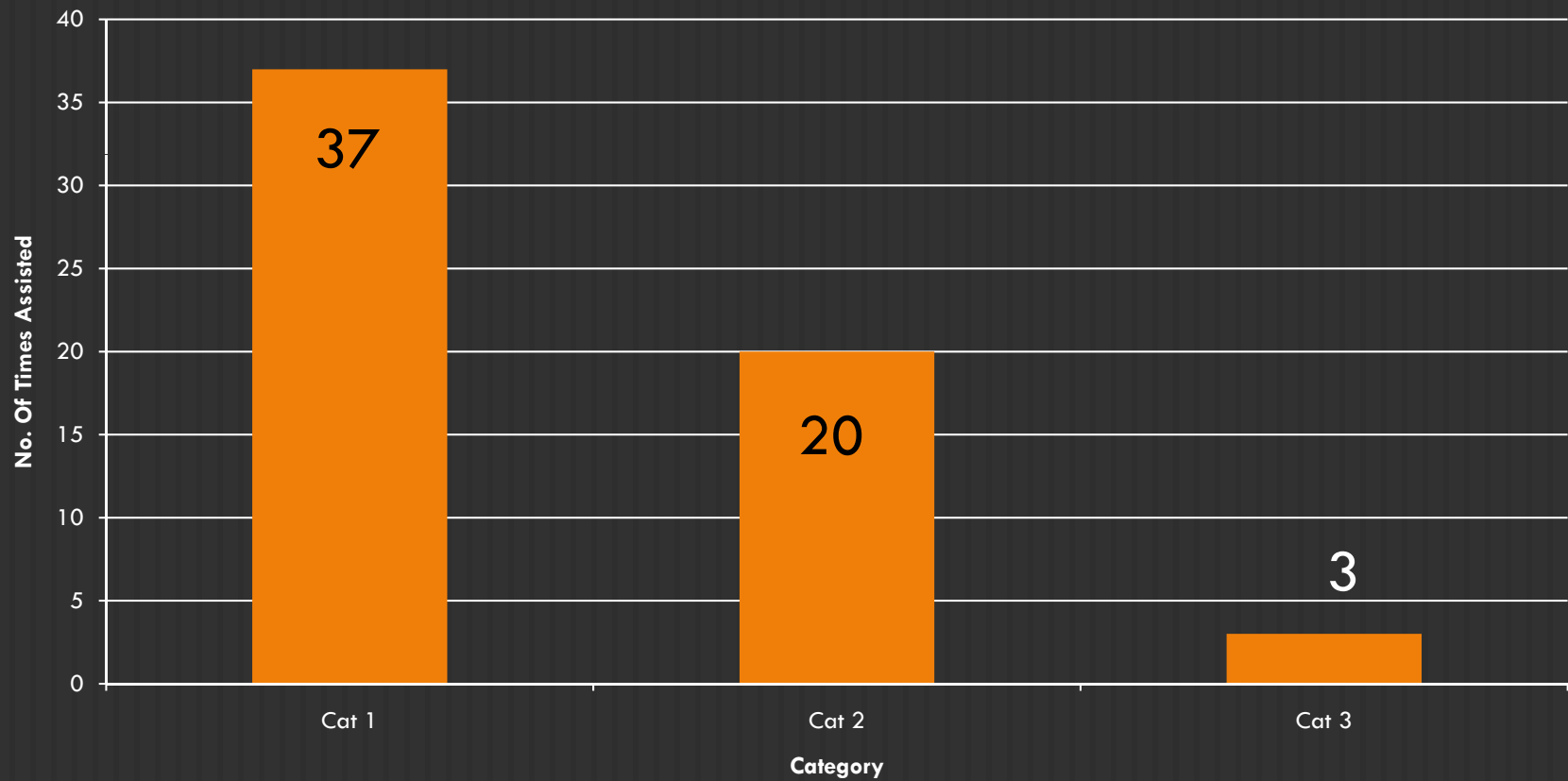
- Technology used for drill & practice
  - Riverdeep
  - Harcourt
- Technology used as teacher aid
  - United Streaming

# Category 3

- Technology used by students to create a product
  - Graphing

# Graph of Journal Data

Types of Assistance Provided



# Focus Group: Attitude

- First focus group describes technology as
  - Humiliating
  - Hard-core
  - Stressful
  - Overwhelming
  - Lack of time cited eight times as obstacle
- Second focus group
  - More specific obstacles
  - Lack of time only mentioned twice

# Focus Group: Learning with Coach

- ❑ Liked having a technology coach
- ❑ Listen to their words (taped after focus group)

# Research Question

- Question

- If I work as a technology coach with classroom teachers, will they increase the use of technology in their classroom?

- Answer

- Yes, use of technology increased
- But, mostly for administrative purposes

# What I learned...

- ❑ Journal hard to keep
- ❑ Momentum hard to sustain
- ❑ Twelve weeks too short
- ❑ Teachers liked one-on-one, but pedagogy issues best tackled in small groups

# This year...

- ❑ Technology team
- ❑ Year-long program
- ❑ Explicitly state goal is to have students use technology
- ❑ Consider other methods of data collection
  - ❑ Journal difficult to maintain
  - ❑ Interviews might be more revealing than focus group
  - ❑ Collect student work



# Conclusion

- Action research
  - ▣ Effective tool
  - ▣ Systematic analysis of practice
- Iterative process
  - ▣ Will conduct another study this year
  - ▣ Will make modifications based on what learned