

## Abstract

Improving Technology Proficiency Among Elementary Teachers: Strategies for Professional Growth in a Community Wide Accountability Structure - COMPARE - IT. Sodano-Richards, Verna., 2000: Practicum Report, Nova Southeastern University, Ed.D. Program in Instructional Technology and Distance Education. Professional Development/Technology Integration/Collaboration/Reflection/Stakeholders/Web-based Training

This practicum addressed professional growth issues regarding technology proficiencies among 32 kindergarten through fourth grade teachers. Surveys revealed that teachers only felt competent to teach word processing. The effects of workshops and mentoring for 4 years had not increased comfort with technology for 31 of the 32 respondents. The average faculty member was not learning to use technology for themselves or at a level where they could teach it to their students.

A professional growth program was developed (COMPARE -IT, an acronym for COllaborate, Model, PrActice, Reflect via Email with Integrated Technology) along with strategies to place professional development in a community wide accountability structure. The program focused on the classroom through authentic learning and accountability that included written technology goals and observation from the administration as well as a community advisory board. Students demonstrated their learning in an assessment of integrated technology. The leadership for the program came from a distance educator who spent, during the 42 week program, one week on-site and three weeks off site. The program was cyclical with eight repetitions of collaboration, modeling, practice and reflection to help the teachers become comfortable with technology. Web lessons were interspersed to build the teachers' technical vocabulary. The teachers increased their technology proficiencies in core skill areas: professional productivity, technology integration and student inquiry.

## Table of Contents

	Page
Approval .....	ii
Acknowledgments .....	v
Abstract .....	vi
Chapter I: Introduction .....	1
A Description of Hilltop as a Community .....	1
Writer's Work Setting at Hilltop Central School .....	2
Writer's Role at Hilltop Central School .....	6
Chapter II: Technology Professional Development at Hilltop Central School .....	8
Problem Statement .....	8
Problem Description .....	8
Problem Documentation .....	9
Causative Analysis .....	14
Relationship of the Problem to the Literature .....	17
Chapter III: Anticipated Outcomes and Evaluation Instruments .....	27
Goals and Expectations .....	27
Description of Outcomes .....	28
Chapter IV: Solution Strategy .....	32
Description of Selected Solutions .....	32
Report of Action Taken .....	39
Chapter V: Results .....	44
Discussion and Evaluation of Solutions .....	55
Recommendations .....	66
Dissemination .....	68
References .....	69
Appendices	
A Core Skills with Proficiency Levels .....	75
B Technology Questionnaire with Pretest and Posttest Results .....	80
C Performance Assessment Instructions .....	85
D Assessment of Student Technology Integration .....	87
E Advisory Board Synthesis of Essential Questions with Answers .....	89
F Anecdotal Notes from Teachers' Reflections .....	92
G Examples of Web-based Instruction .....	94
H Formative Evaluation Questions and Answers .....	98
I Exploratory Data Analysis .....	101
iii	
Tables	
1 Differentiated Category Levels for the Pretest(1 to 5 scale) .....	11
2 Questionnaire with high scores in pretest and posttests .....	59
3 Possible Scores of Two Teachers on One Question on a Scale of 1 to 5 .....	105
4 Knowing the faculty average, what are the possible individual scores on a 1 to 3 scale? .....	105
Figures	
1 Teachers increased on the posttest in each section of the questionnaire.	45
2 Teachers' pretest average score cluster. ....	46
3 Teachers' posttest average score cluster. ....	47
4 Increases on proficiencies addressed in Web lessons .....	48
5 Percentage increase pretest to posttest after bias adjustment .....	108

