ASSIGNMENT 2

Collaborate With a Teacher and Evolve Their Practice

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Introduction:

In this assignment, I will discuss two fictitious teacher profiles who work in the same elementary school, along with their respective use of reference resources and technology in their teaching practices. I will use the Concerns-Based Adoption Model (CBAM) to evaluate each teacher's use and implementation of reference resources and the Substitution Augmentation Modification Redefinition Model (SAMR) to evaluate each teacher's use of technology. I will then provide a brief plan to help evolve each teacher's use of reference resources and use of technology.
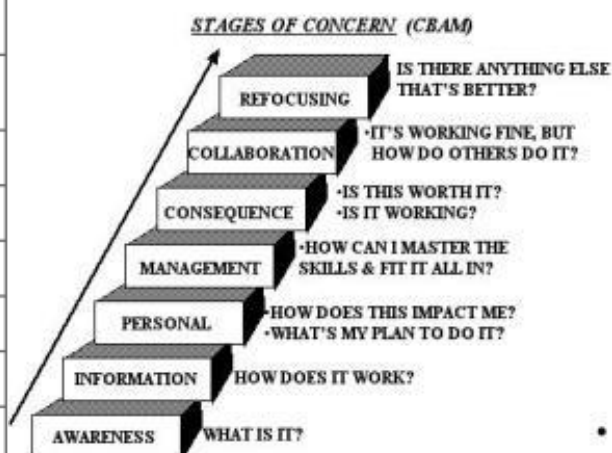
Teacher A Profile

- Teaching at the Primary level for 12 years

- Teaching a Grade 2 class currently and for the past 6 years

- Student-centred classroom environment and values strong relationships with her students

- Her personal interest is Literacy and integrating Indigenous perspectives through literacy

- Balance of experiential learning, pre-planned units, worksheets, and inquiry-based learning

- Integrates technology through literacy QR Codes and digital portfolios, but does not use technology for reference resources

- For Science and Social Studies, uses inquiry-based model, but only through the use of non-fiction print resources and picture books

- Has expressed interest in using iPad in the classroom for students research, but unsure how to start

- Is weary about having students use the internet because due to (lack of) information literacy

- Is comfortable using technology and is comfortable with teaching tech skills to students

- Has not collaborated with other teachers or Teacher-Librarian in the, but is willing to try

Teacher A Evaluation

Levels of Use of the Innovation: Typical Behaviors

Levels of Use	Behavioral Indicators of Level
VI. Renewal	The user is seeking more effective alternatives to the established use of the innovation.
V. Integration	The user is making deliberate efforts to coordinate with others in using the innovation.
IVB. Refinement	The user is making changes to increase outcomes.
IVA. Routine	The user is making few or no changes and has an established pattern of use.
III. Mechanical	The user is making changes to better organize use of the innovation.
II. Preparation	The user has definite plans to begin using the innovation.
0I. Orientation	The user is taking the initiative to learn more about the innovation.
0 . Non-Use	The user has no interest, is taking no action.

STAGES OF CONCERN (CBAM)

REFOCUSING — IS THERE ANYTHING ELSE THAT'S BETTER?
COLLABORATION — ·IT'S WORKING FINE, BUT HOW DO OTHERS DO IT?
CONSEQUENCE — ·IS THIS WORTH IT? ·IS IT WORKING?
MANAGEMENT — ·HOW CAN I MASTER THE SKILLS & FIT IT ALL IN?
PERSONAL — ·HOW DOES THIS IMPACT ME? ·WHAT'S MY PLAN TO DO IT?
INFORMATION — HOW DOES IT WORK?
AWARENESS — WHAT IS IT?

Based on the CBAM model, Teacher A's Level of Use is currently at the "Routine" stage. Although she has been content with her established routine for several years, she is now looking to make improvements to her teaching practice in order to improve student learning. She has not collaborated with other teachers/ the TL in the past is but is willing to try. She is not quite at the "Refinement" stage yet because she is looking to make changes but has not yet made any drastic changes to increase impact and consequence. Teacher A's Stage of Concern is currently at the "Personal" stage. She knows what reference resources are and how they work but is interested to learn how the use of refence resources will impact her teaching practice. She would like to move beyond non-fiction books into having her students use print reference resources from the SLLC as well as online reference resources to conduct research. She would like support in creating a plan to do so. In regard to the SAMR model, Teacher A is currently at the "Augmentation" stage. The use of QR codes allows students to read books virtually rather than through print. The use of digital portfolios allows students to virtually culminate their learning rather than using a binder or folder. Both are examples of augmentation because the technology offers an effective tool to perform common tasks, and promotes higher engagement levels from students, but does not necessarily allow for new tasks to be completed (that were previously inconceivable).

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Teacher A Plan

In order to help Teacher A progress towards the "Refinement" and "Integration" stages of the CBAM Level of Use model, I would recommend she collaborate with the Teacher-Librarian to explore the reference resource selection in the SLLC. Teacher A is open to collaboration and can team-teach with the TL to introduce digital resources in the classroom, as well as 2-3 mini-lessons around critical information literacy. This is consistent with the Standards of Practice as outlined in the Leading Learning document in which "teachers co-plan learning experiences with the TL using LLC print and digital resources" (CLA, 2014, p.14). As she implements more digital refence resource use with her students, she can self-reflect and conduct formative assessment, which would help her progress towards the "Consequence" Stage of Concern in the CBAM model. She can also observe colleagues who are currently using digital reference resources in their classrooms and develop joint instruction strategies (moving towards the "Collaboration" level). As the CBAM framework states, "We also know that help over time is necessary to work the kinks out and then to reinforce good teaching once use of the new practice smooths out" (2016). The role of the TL would be to continue to support Teacher A in self-reflection, re-evaluation, and adapting each lesson to meet the needs of the students and continue the progression of learning. She can continue her inquiry-based learning model for Social Studies and Science, while introducing new ways for students to demonstrate their learning, such as digital posters, videos, and soundscapes, thus progressing towards a "Modification" level of the SAMR model.

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Resource Recommendations to Evolve Teacher A's Practice

- **[World Book Online Kids](#)**: This online encyclopedia is designed especially for elementary-aged users. It features easy-to-read articles as well as engaging games and activities. Teacher A can use this as a starting point for introducing digital reference resources using iPads. Students can practice performing effective searches and use interface to find information. Teacher A can introduce students to research skills and the use of databases, while maintaining a limit of the use of internet. Teacher A should continue to reflect on the use of this resource and continue to re-evaluate the impact on student learning.

- **[Common Sense Media](#)**: This website provides practical lessons, strategies, and tools for teaching information literacy and digital literacy. Teacher A may collaborate with the Teacher-Librarian to integrate lessons around information literacy so that students can effectively conduct research.

- [Canva:](#) Teacher A can use this tool to create engaging digital lessons for students or teach students to create their own projects. This digital tool is student-friendly and can be used in various ways to demonstrate learning, such as through video recordings, images, and collages.

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Teacher B Profile

- Teaching at the Primary level for 23 years

- Teaching a Grade 3 class currently and for the past 10 years

- Teacher-centric learning: teacher notes, followed by student worksheet, followed by a quiz/test

- Students lack basic information literacy skills and typically use print resources from the library and photocopied learning resources from textbooks

- Students demonstrate learning through written reports or poster boards

- Consistent projects style, units, and methodology each year

- Does not integrate technology in the classroom, but has expressed interest in possibly using iPads

- Is not comfortable with using technology aside from using laptop to take attendance/check emails and is looking for help in learning to use technology for teaching/student learning

Teacher B Evaluation

Based on the CBAM model, Teacher B's Level of Use is currently at the "Orientation" stage. She has been content with her established routine for several years, but is starting to notice a lack of engagement in student learning. She is not aware of the selection of print and digital reference resources available, but is willing to ask for help and gain more information. Teacher B's Stage of Concern is currently at the "Informational" stage. She wants to learn about what reference resources are available and how they work but is not yet ready to integrate them into her teaching practice. She would like to move beyond non-fiction books into having her students use print reference resources from the SLLC and eventually use online reference resources to conduct research. She would like support in gaining more information. In regard to the SAMR model, Teacher B is currently at the "Substitution" stage. She prints out worksheets for students to complete. Students do not use technology to perform tasks. There is currently no functional change in teaching and learning.

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Teacher B Plan

In order to help Teacher B progress towards the "Preparation" stage of the CBAM Level of Use model, I would recommend she participate in a workshop or informal discussion with colleagues, as well as collaborate with the Teacher-Librarian to explore the reference resource selection in the SLLC. It may be beneficial for her to experiment with various online resources herself, such as Khan Academy or Book Flix. Exploring different resources may help her gain confidence in using technology and help her move towards introducing them to students. Teacher A is open to learning and can ask for support from the TL to learn about print and digital reference resources, as well as 2-3 mini-lessons around critical information literacy. The TL can support Teacher B through the "Management" Stage of Concern, especially in the early phases of change. As she implements more reference resource use with her students, she can self-reflect and conduct formative assessment, which would help her progress towards the "Consequence" Stage of Concern in the CBAM model. She can also observe colleagues who are currently using digital reference resources in their classrooms and develop joint instruction strategies. She can adapt her current teacher-directed research project format to include more inquiry-based learning. For example, students can learn to use information literacy skills to find and record new information using technology. This would help to progress Teacher B towards the "Augmentation" stage of the SAMR model.

Resource Recommendations to Evolve Teacher B's Practice

- **Edutopia:** This website provides research-based articles as well as lessons and tools for Teacher B to learn more about integrating technology into the classroom.

- **Padlet:** This virtual "wall" allows participants to post their ideas and share them with the class. It would be a useful tool that Teacher B can introduce to the class to teach them notetaking skills.

- **Common Sense Media**: This website provides practical lessons, strategies, and tools for teaching information literacy and digital literacy. Teacher A may collaborate with the Teacher-Librarian to integrate lessons around information literacy so that students can effectively conduct research.

Conclusion

"Change is a highly personal experience, involving developmental growth in feelings (the Stages of Concern) and skills (the Levels of Use)" (The Concerns-Based Adoption Model (CBAM), 2008) that often requires some sort of push to initiate. It requires opportunities, rick-taking, and support. Teacher-Librarians can help facilitate this change by using models such as the CBAM and SAMR, therefore improving student achievement "through the refining of instruction for essential literacy, research and inquiry and communication skills" (CLA, 2014, p. 13).

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