

# Technology Interview Template



**Name**: Bonita Lucas

**Date**: January 19, 2025

**Grade Level and/or Content Area of Teacher or Instructional Coach: First-Grade**

**Signature of Teacher or Instructional Coach:**

**Date of interview: January 15, 2025**

**Directions:** When you meet with the teacher or instructional coach, ask him or her the questions below. Feel free to ask a few more related questions. Make sure you inform the teacher that you will take notes during the interview. After the interview, reflect on the interview experience by answering the reflection questions, making sure to delete the directions and brackets after you type your responses.

1. What is your background, training, and experience as an educator?

 *Bachelor's in Early Childhood Education. Continuous Training through webinars.*

1. What digital apps, digital programs and digital media do you use in your classroom? I-Ready (Distict mandated), Raz Kids, UFI, Epic, IXL Math,SplashLearn.
2. How do you stay current with key research that supports technology’s role in improved student learning outcomes? Webinars, Teachers sharing ideas, Online Educators
3. When you learn that a digital tool or a pedagogical practice is not as effective as you originally thought, how do you adjust? Won’t use it. Might make some adjustments to better fit my class.
4. How do you engage in conversation about current research or findings from the learning sciences? Webinars and through the Department of Education (Indiana)
5. How do you make educational research meaningful in your context? Try it out and see what happens. Always searching for something to use.
6. What is your experience in online or blended learning environments? Pretty comfortable with blending the two. During COVID it was required, and now it is second nature.
7. What strategies do you use to engage students in active learning in online or blended learning environments? Depends on the class for that year and sometimes how the group is for the day. This year's class is at a lower functioning level, so it is a very hand-held learning environment.
8. How do you manage technology use in the classroom and in the online or blended learning environment? Using GoGuardian allows the teachers to see the student's screen.
9. How do you engage students in setting clear ground rules and parameters for technology use? Along with GoGuardian, recreation time might be reduced in 5-minute increments (allowing some time to release energy).
10. Reflecting upon your class, how does this specific group of students create a completely unique learning group and environment? A lot of the students need IEPs but don’t have them; several see a therapist, and most are dealing with social and emotional issues.
11. How would you recognize and describe diversity as an asset? It is an asset because the students learn from each other, and they talk to each other to find out about each other.
12. How do you model cultural understanding for your students? By respecting each student and being aware of any differences.
13. What are the factors that affect your student’s learning? Outside factors in the home, like: loss, abandonment, lack of supervision, and parental incarceration.
14. How can technology enhance your student’s strengths and remove barriers? The program PACE allows the student to be challenged as their skill increases or scale back if the student seems to experience difficulty.

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**Reflection**

**Technology Goals**

[Describe how the teacher or instructional coach stays current with research that supports improved student learning outcomes. Describe how the information connects with any personal experience or content learned in this course (e.g., research, theory, a scholar’s work). Include one step for improving your professional teaching practice based on reflection and analysis of the interview.]

Ms. Welch is committed to integrating technology, such as UFL, PACE, Epic, and other digital tools, to improve student learning outcomes in her low-functioning first-grade class. By staying current with research and exploring evidence-based practices, Ms. Welch ensures her strategies are grounded in proven methodologies. For example, tools like Epic provide access to diverse texts that cater to varying reading levels, supporting differentiated instruction. Similarly, PACE and UFL offer structured approaches to help students build foundational reading, math, and problem-solving skills.

This aligns with the course content, particularly the emphasis on Universal Design for Learning (UDL) and how technology can be leveraged to provide multiple means of engagement, representation, and expression for all learners. From personal experience, I see the value in incorporating technology to create an inclusive environment that supports individualized learning paths.

**Step for Improvement**: To enhance professional teaching practices, I aim to dedicate time each month to exploring emerging technologies and their applications in special education. This includes attending webinars, participating in online forums, and subscribing to journals focused on educational technology.

**Manage Technology Use**

[Describe how the teacher or instructional coach manages use of technology and student learning strategies in digital platforms, virtual environments, or in the classroom. Describe how technology supports student learning outcomes. Include one step for improving your professional teaching practice based on reflection and analysis of the interview.]

Ms. Welch manages technology by tailoring digital tools to meet her students’ unique needs. For instance, she uses UFL and PACE to scaffold instruction, ensuring that students engage with content that is both accessible and challenging. In addition, platforms like Epic allow her to monitor student progress in real time, providing data-driven insights that inform her teaching strategies. These tools enhance engagement and foster skill development in a structured yet flexible manner.

The connection between technology and student learning outcomes is evident in how Ms. Welch uses these tools to create a balanced approach, integrating hands-on activities with digital learning. Her ability to use technology strategically ensures that it supplements rather than replaces direct teacher-student interaction.

**Step for Improvement**: To improve my teaching practice, I plan to create a technology integration plan that aligns with specific learning objectives, ensuring that each tool serves a clear purpose. Additionally, I will prioritize ongoing professional development to learn more about adaptive technologies that support diverse learners.

**Cultural Competency**

[Describe how the teacher or instructional coach demonstrates cultural competency in his or her classroom. Describe how diversity is an asset. Include one step for improving your professional teaching practice based on reflection and analysis of the interview.]

Ms. Welch’s classroom reflects a strong commitment to cultural competency. She leverages technology to provide access to culturally diverse content, ensuring that all students see themselves represented in the learning materials. For example, Epic offers a wide range of books that reflect different cultures, languages, and experiences, fostering an inclusive classroom environment. She also recognizes diversity as an asset, using it to enrich discussions and create meaningful connections between students’ backgrounds and the curriculum.

This approach aligns with the principle that diversity enhances learning by bringing varied perspectives and experiences into the classroom. By celebrating differences, Ms. Welch creates a supportive environment where students feel valued and understood.

**Step for Improvement**: To enhance cultural competency in my teaching practice, I will integrate more culturally responsive digital resources and ensure that my curriculum reflects my students' diverse backgrounds. Additionally, I plan to engage in professional development focused on equity and inclusion to deepen my understanding of creating a truly inclusive classroom.