ABSTRACT

DISSERTATION PROJECT: The Relationship between Professional Development and the Implementation of 1:1 Technology in the Middle School Classroom

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This has presented a comprehensive overview of how professional development related to implementation of 1:1 technology in the middle school classroom. The evidence from this study suggested that teacher perceptions of technology use and comfort level with technology result in deeper levels of technology implementation. Teacher dispositions in regard to 1:1 implementation result in higher levels of collaboration with technology specialists and positive or negative feelings about professional development. Additional evidence from the study suggests changes in student engagement and learner capacity as a result of 1:1 implementation. Specific timing of professional development before implementation or during implementation has no relationship to level of technology integration. Finally, the sample identified low levels of technology integration from classroom observations resulting in stagnant student achievement scores.