

## **ABSTRACT**

This qualitative research study examined the experiences of secondary teachers when they integrated technology into their classrooms with the support of a technology coach. Teachers and the coach met to plan lessons and determine appropriate resources and technology tools that would enhance student learning. The study was conducted at a suburban high school in Pennsylvania. The teachers in the study taught a range of content areas, including English, science, special education, and English as a Second Language. Their backgrounds and comfort levels with technology varied. The study focused on meeting the current level of each individual teacher and progressing forward.

Analysis of the data found that teachers reported improvement of engagement, motivation, and comprehension with their students when using technology. Teachers also valued the role of the coach for support to brainstorm ideas, co-plan lessons, co-teach lessons, and model technology tools in the classroom. New roles for students, teachers, and coaches emerged: student as expert, resource gatherer, and technical assistant. Effective professional development methods and strategies included hands-on learning and co-planning with teachers.