

Tiers of Technology Integration in the Classroom Indicators

To be used in conjunction with classroom walk-throughs and teacher technology self-assessment surveys.

| | Tier 1: Teacher Focus on Productivity | Tier 2: Instructional Presentation and Student Productivity | Tier 3: Powerful Student-Centered 21st Century Learning Environment |
|------------------------------|---|--|---|
| | This tier focuses on the teacher using technology to get his or her job done. | This tier involves teacher facilitation of large group learning activities and student productivity use of technology. | This tier promotes students to be actively engaged in using technology in individual and collaborative learning activities. |
| Observable Indicators | <p>Teachers:</p> <ul style="list-style-type: none"> • Locate standards using electronic tools to align lessons • Find instructional resources on the Internet • Produce, store, and retrieve learning materials electronically • Keep/organize student information, grades more effectively • Communicate information to parents and students via web or e-mail • Communicate quickly with e-mail | <p>Teachers:</p> <ul style="list-style-type: none"> • Conduct one-computer classroom lessons • Deliver presentations with graphics and sound • Lead students in brainstorming and sharing ideas • Represent information visually • Facilitate group discussions and lessons • Have students write papers and reports on assigned topics using computers • Create scaffolding for student projects • Facilitate students using technology for assessment • Interactively communicate with parents and students | <p>Teachers enable students to:</p> <ul style="list-style-type: none"> • Create and use online resources to facilitate inquiry • Engage in inquiry-based projects driven by essential questions • Direct their own use of technology • Research, analyze data and problem-solve in a global context • Engage in individual or collaborative project-based learning • Use modeling and simulations • Write, develop and publish individual and collaborative products • Invent products through programming or production • Create scaffolding for their own projects • Are involved with their parents and teachers in the analysis of student data and meeting standards, or participate in developing their own learning plans • Initiate communication with parents, teachers, community members, or other students |

Source: This observation tool was developed by the Office of Superintendent of Public Instruction (OSPI) State of Washington and is accessible online at www.k12.wa.us/edtech/pubdocs/TechObsInst.doc