

Technology Integration Observation Instrument

Observer _____ Teacher _____ Date _____

Grade Level(s) _____ Subject Area(s) _____

Primary Learning Goals _____

Directions:

We have tried to key the components of this instrument to different aspects of teachers' knowledge for technology integration. Please note, however, that the instrument is *not designed to assess this knowledge directly*. It is designed to focus upon the use of technology integration knowledge in observable teaching. Please record the *key curriculum topics addressed, instructional strategies/learning activities observed, and digital and non-digital technologies used* by the teacher and/or students in the lesson.

Curriculum Topic	Key Instructional Strategies/Learning Activities	Digital ¹ & Non-Digital ² Technologies

What, if anything, do you know about influences upon what you have observed in this lesson? Examples might include students' learning needs, preferences, and challenges; access to technologies; cultural, language and/or socioeconomic factors.

¹ Computer-based (e.g., software, Web-based resources, video or audio recorder, document camera, calculator)

² Not computer-based (e.g., overhead projector, textbook, whiteboard, pen/pencil/marker)

Technology Integration Observation Instrument³ⁱ

Directions: Referring to the notes you made on the previous page, including your responses to the question about influences, please complete the following rubric, considering the lesson as a whole.

	4	3	2	1
Curriculum Goals & Technologies (Matching technology to curriculum)	Technologies used in the lesson are <u>strongly aligned</u> with one or more curriculum goals.	Technologies used in the lesson are <u>aligned</u> with one or more curriculum goals.	Technologies used in the lesson are <u>partially aligned</u> with one or more curriculum goals.	Technologies used in the lesson are <u>not aligned</u> with one or more curriculum goals.
Instructional Strategies & Technologies (Matching technology to instructional strategies)	Technology use <u>optimally supports</u> instructional strategies.	Technology use <u>supports</u> instructional strategies.	Technology use <u>minimally supports</u> instructional strategies.	Technology use <u>does not support</u> instructional strategies.
Technology Selection(s) (Matching technology to both curriculum and instructional strategies)	Technology selection(s) are <u>exemplary</u> , given curriculum goal(s) and instructional strategies.	Technology selection(s) are <u>appropriate, but not exemplary</u> , given curriculum goal(s) and instructional strategies.	Technology selection(s) are <u>marginally appropriate</u> , given curriculum goal(s) and instructional strategies.	Technology selection(s) are <u>inappropriate</u> , given curriculum goal(s) and instructional strategies.
“Fit” (Considering curriculum, pedagogy and technology all together)	Curriculum, instructional strategies and technology <u>fit together strongly</u> within the lesson.	Curriculum, instructional strategies and technology <u>fit together</u> within the lesson.	Curriculum, instructional strategies and technology <u>fit together somewhat</u> within the lesson.	Curriculum, instructional strategies and technology <u>do not fit together</u> within the lesson.

(over, please)

³Adapted from:

Harris, J., Grandgenett, N., & Hofer, M. (2010). Testing a TPACK-based technology integration assessment instrument. In C. D. Maddux, D. Gibson, & B. Dodge (Eds.). *Research highlights in technology and teacher education 2010* (pp. xx-xx). Chesapeake, VA: Society for Information Technology and Teacher Education (SITE).

	4	3	2	1
Instructional Use (Using technologies effectively for instruction)	Instructional use of technologies is <u>maximally effective</u> in the observed lesson.	Instructional use of technologies is <u>effective</u> in the observed lesson.	Instructional use of technologies is <u>minimally effective</u> in the observed lesson.	Instructional use of technologies is <u>ineffective</u> in the observed lesson.
Technology Logistics (Operating technologies effectively)	Teachers and/or students operate technologies <u>very well</u> in the observed lesson.	Teachers and/or students operate technologies <u>well</u> in the observed lesson.	Teachers and/or students operate technologies <u>adequately</u> in the observed lesson.	Teachers and/or students operate technologies <u>inadequately</u> in the observed lesson.

Comments:

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