***Technology Integration Planning & Observation***

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| **Date of Lesson:** | | **Lesson description** |  | | |
| **Content area / Grade level** | | |  | | | |
| **Site** | | | * Computer lab * Classroom * Other | | | |
| **Teacher Role** | | | * Directing Whole group * Interactive whole group * Modeling whole group * Facilitating/coaching * Managing behavior or materials * Administrative tasks | | | |
| **Activity** | | | * Individual * Pairs of Students * Small group * Whole class * Student presentation * Teacher presentation | | | |
| **Primary Nature of Student Activity** | | | * Passive & receiving * Producing & Creating * Other | | | |
| **Specific uses of technology in session are** | | | * Required of all students * Required of some students * Students made choice | | | |
| **Teacher/Student Use** |  | | Student | | Teacher |
| Word processing | |  | |  |
| Creating presentation | |  | |  |
| Email | |  | |  |
| Blogs/Chat/Discussion Boards | |  | |  |
| Podcasts | |  | |  |
| Web authoring | |  | |  |
| Desktop publishing | |  | |  |
| Video production/editing | |  | |  |
| Multimedia authoring | |  | |  |
| Online searching | |  | |  |
| Internet web sites | |  | |  |
| Teacher/Social Bookmarking | |  | |  |
| CD Rom | |  | |  |
| Concept Mapping Tools | |  | |  |
| Automated Library System | |  | |  |
| Graphics & Images | |  | |  |
| Simulation/modeling software | |  | |  |
| Probes/data gathering tools | |  | |  |
| Data analysis software | |  | |  |
| Virtual manipulatives | |  | |  |
| Online texts | |  | |  |
| Drill and practice tutorials | |  | |  |
| Computer Learning Systems | |  | |  |
| Text-book linked software | |  | |  |
| Learning Assessment Software | |  | |  |
| Streaming Video | |  | |  |
| WebQuest | |  | |  |
| Other | |  | |  |
| **Teacher comfort level of technology use** | | | * Very comfortable * Somewhat comfortable * Ill at ease * Other | | | | |
| **Student level of technical skills**  (mark one) | | | * Needs lots of help (more than 20% are unable to proceed) * Somewhat Skilled (10-20% need some assistance) * Independent (fewer than 10% need assistance from teacher) | | | | |
| **Cognitive level**  (mark all that apply) | | | * Remember * Understand * Apply * Analyze * Evaluate * Create | | | | |
| **Curriculum Fit:**  Rate the relevance of the Technology Activity to Unit objectives./curriculum. | | | * Activity addressed an essential piece of the content; would have been very difficult to address rest of unit without it * Activity clearly addressed a piece of the curriculum: the topic was as important as others * Activity was moderately useful in teaching the content * Activity was of limited relevance to the curriculum. * No connection to the curriculum. | | | | |
| **Level of Technology Integration** | | | * Technology was essential to the content. * Technology clearly enhanced the lesson content. * Technology was moderately useful in teaching the content.; other approaches might have been effective. * Technology was irrelevant to the content. * No technology used. | | | | |
| **Estimated time technology used by teacher/students** | | | Teacher | Student | | | |
| **Were students given multiple means to acquire information?** | | | Yes Somewhat No | | | | |
| **Were students given multiple means to demonstrate knowledge?** | | | Yes Somewhat No | | | | |
| **Are the activities tapping into student interest, offering challenges or increasing motivation?** | | | Yes Somewhat No | | | | |
| **Enabling and empowering diverse learners** | | | * All learners were empowered and enabled * A large portion of learners were empowered and enabled. * Some of the diverse learners were enabled. * None of the diverse learners were empowered. | | | | |
| **Comments:** | | |  | | | | |