

What would you say is your level of technology integration? \* These are in ascending order.

- ❑ **Non-Use**, The use of digital tools and resources in the classroom is non-existent due to (1) competing priorities (e.g., high stakes testing, highly-structured and rigid curriculum programs), (2) lack of access, or (3) a perception that their use is inappropriate for the instructional setting or student readiness levels. The use of instructional materials is predominately text-based (e.g., student handouts, worksheets).
- ❑ **Awareness**, Digital tools and resources are either (1) used by the classroom teacher for classroom and/or curriculum management tasks (e.g., taking attendance, using grade book programs, accessing email, retrieving lesson plans from a curriculum management system or the Internet), (2) used by the classroom teacher to embellish or enhance teacher lectures or presentations (e.g., multimedia presentations), and/or (3) used by students (usually unrelated to classroom instructional priorities) as a reward for prior work completed in class.
- ❑ **Exploration**, Digital tools and resources are used by students for extension activities, enrichment exercises, or information gathering assignments that generally reinforce lower cognitive skill development relating to the content under investigation. There is a pervasive use of student multimedia products, allowing students to present their content understanding in a digital format that may or may not reach beyond the classroom.
- ❑ **Infusion**, Digital tools and resources are used by students to carry out teacher-directed tasks that emphasize higher levels of student cognitive processing relating to the content under investigation.
- ❑ **Integration**, Students use of digital tools and resources is inherent and motivated by the drive to answer student-generated questions that dictate the content, process, and products embedded in the learning experience.
- ❑ **Expansion**, Collaborations extending beyond the classroom are employed for authentic student problem-solving and issues resolution. Emphasis is placed on learner-centered strategies that promote personal goal setting and self-monitoring, student action, and collaborations with other diverse groups (e.g., another school, different cultures, business establishments, governmental agencies) using the available digital assets.
- ❑ **Refinement**, At this level, there is no longer a division between instruction and digital tools/resources in the learning environment. The pervasive use of and access to advanced digital tools and resources provides a seamless medium for information queries, creative problem-solving, student reflection, and/or product development. Students have ready access to and a complete understanding of a vast array of collaboration tools and related resources to accomplish any particular task.