Technology Infused Lesson - Observation Tool

Technology Supporting Effective Instructional Practice	1. Awareness *Who's using the computers? The teacher or the students?*	2. Exploration *Is the focus more on computer use or on the critical content?*	3. Integration *Are higher order thinking and problem solving skills linked to critical content?*	4. Invention *Is the curricular content being advanced with technology in creative and innovative ways?*
A.) Appropriate Use of Technology	Use of technology-based tools are one step removed from the teacher (e.g. students go to lab) or almost exclusively by the teacher for classroom and/or curriculum management (e.g. attendance, grading programs, email)	Technology-based tools supplement the existing instructional program using pre-created resources. (e.g. use of streaming video or use of a colleague's PowerPoint)	Technology is strategically integrated in the activity to maximize learning. (e.g. web-based research, digital note taking, charting existing data, video-conferencing etc.)	Technology is seamlessly integrated in the activity, which could not be completed as effectively without the use of technology. (e.g. acquiring original data through surveys or probe-ware and analyzing, presenting and publishing with tech tools)
B.) Activities Connected to Learning Outcomes/Standards	Technology activity is loosely connected to standards, if at all. (e.g. student created crossword puzzle of vocabulary words)	Projects are more closely tied to technology skill development than achieving content standards (e.g. emphasis on software, such as MS Word or PowerPoint)	Tasks are connected to an overarching unit that is driven by standards. (e.g. students exploring a WebQuest)	The tasks and the unit are clearly connected to standards and to what students must know and be able to do to achieve proficiency of the standard. (students design a WebQuest to teach the concept)
C.) Teaching Tech Skills	Tech skills are not taught to students or teacher relies on other resources (e.g. library media specialist or lab teacher to teach skills)	Tech skills are more emphasized than content understanding. (e.g. flashy PowerPoint presentation with no substance)	Tech skill understanding is balanced with content understanding. (e.g. efficient search strategies produce reliable source materials)	Tech skills are seamlessly integrated and acquired by students as the task is accomplished. (e.g. students create an innovative synthesis to present or publish research results)
D.) Cognitive Level of Task	Cognitive level is not a consideration in use of technology to embellish lesson presentation.	The technology is employed either as extension activities or generally reinforces lower cognitive skill development relating to the content. Task requires simply comprehending or retelling of information found on web pages and answering factual questions.	The task is doable and engaging and requires analysis of information and/or putting together of information from several sources and may or may not be perceived as authentic by the student.	The task empowers students to identify and solve authentic problems. It requires synthesis of multiple sources of information, taking a position, going beyond data given and making generalizations or a creative product of personal significance to the student.
E.) Differentiation	Technology is not used to support differentiation.	The teacher to enhance content delivery uses a limited amount of technology.	The teacher uses a variety of learning activities and tools that account for different learning styles and multiple intelligences.	The teacher and students use a wide variety of technology tools to create and present content and demonstrate student learning.
F.) Instructional Delivery Method	Traditional practices are still in place with technology being used as a replacement for past tools (e.g., Word processed vs typed or handwritten)	Technology is used to embellish or enhance traditional teacher-directed lessons or lectures (e.g., multimedia presentations).	Small groups/project based instructional techniques in which students are guided by technology. (e.g. a WebQuest activity)	Problem-based projects in which students and teachers work together using technology to solve problems (e.g. "Guide on the Side)
G.) Teacher as Facilitator	Teacher spends most of the class time on traditional methods of delivery which may or may not be enhanced with technology.	Teacher still spends majority of time in content delivery. Students may have one "special project" during each quarter.	Teacher balances content delivery with other instructional styles like student project groups.	Guide by the side. Students spend more time engaged in collaborative work than in direct instruction.