

FY10 Title I ARRA Funded Technology Application Tool

School

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Grade

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Date of Visit

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Levels of Effective Implementation

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|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 1) The use of digital content in instruction (<i>e.g. online data bases, streaming video, web-based resources.</i>) | 1
<input type="radio"/> | 2
<input type="radio"/> | 3
<input type="radio"/> | 4
<input type="radio"/> | 5
<input type="radio"/> | 6
<input type="radio"/> |
| 2) The ability to assess students' learning/instructional needs to identify the appropriate technology for instruction (<i>e.g. text read aloud using Kurzweil, select video segments to clarify learning objective.</i>) | 1
<input type="radio"/> | 2
<input type="radio"/> | 3
<input type="radio"/> | 4
<input type="radio"/> | 5
<input type="radio"/> | 6
<input type="radio"/> |
| 3) The ability to implement appropriate instructional strategies for integrating technology into instruction (<i>e.g. use software to brainstorm, use whiteboards to sequence a story, interactive tools stimulate discussion.</i>) | 1
<input type="radio"/> | 2
<input type="radio"/> | 3
<input type="radio"/> | 4
<input type="radio"/> | 5
<input type="radio"/> | 6
<input type="radio"/> |
| 4) The ability to select and use appropriate technology to support content-specific learning outcomes (<i>e.g. science probes, graphing calculators, interactive maps, digital story telling, primary repositories.</i>) | 1
<input type="radio"/> | 2
<input type="radio"/> | 3
<input type="radio"/> | 4
<input type="radio"/> | 5
<input type="radio"/> | 6
<input type="radio"/> |
| 5) The ability to manage technology in the classroom or lab to maximize student access and learning (<i>e.g. mini-labs for small group stations, efficient computer lab procedure, teach effective use of classroom technologies.</i>) | 1
<input type="radio"/> | 2
<input type="radio"/> | 3
<input type="radio"/> | 4
<input type="radio"/> | 5
<input type="radio"/> | 6
<input type="radio"/> |
| 6) Use technology to promote student-centered learning environments including hands-on activities (<i>students work together to solve problems, collect and analyze data and create final products.</i>) | 1
<input type="radio"/> | 2
<input type="radio"/> | 3
<input type="radio"/> | 4
<input type="radio"/> | 5
<input type="radio"/> | 6
<input type="radio"/> |
| 7) Use technology to increase student engagement though collaboration and communication (<i>e.g. technology used to edit/comment classmates' work, exchange work with remote students, wed cams to share ideas with parents.</i>) | 1
<input type="radio"/> | 2
<input type="radio"/> | 3
<input type="radio"/> | 4
<input type="radio"/> | 5
<input type="radio"/> | 6
<input type="radio"/> |
| 8) Use technology to solve problems and increase critical/creative thinking (<i>e.g. graphs created to compare information, concept mapping software used to design flowcharts or outlines.</i>) | 1
<input type="radio"/> | 2
<input type="radio"/> | 3
<input type="radio"/> | 4
<input type="radio"/> | 5
<input type="radio"/> | 6
<input type="radio"/> |
| 9) Use technology to differentiate instruction by content, process and product (<i>e.g. incorporate multimedia content to support a variety of learning needs.</i>) | 1
<input type="radio"/> | 2
<input type="radio"/> | 3
<input type="radio"/> | 4
<input type="radio"/> | 5
<input type="radio"/> | 6
<input type="radio"/> |