

Tiers of Technology Integration into the Classroom Indicators

	Tier 1: Teacher Focus on Productivity	Tier 2: Instructional Presentation and Student Productivity	Tier 3: Powerful Student-Centered 21st Century Learning Environment
	This tier focuses on the teacher using technology to get their job done.	This tier involves teacher facilitation of large group learning activities and student productivity use of technology.	This tier promotes students to be actively engaged in using technology in individual and collaborative learning activities.
Observable Indicators	<p>Teachers:</p> <ul style="list-style-type: none"> • Locate standards using electronic tools to align lessons (e.g., use the online Grade-Level Resources site and locate EALRs/GLEs on OSPI webs) • Find instructional resources on the Internet (e.g., find lesson resources at Marco Polo, district, or state websites) • Produce, store, and retrieve learning materials electronically (e.g., create lesson plans in Word and store them on file server, create and print handouts for students that can be saved and modified in future years) • Keep/organize student information, grades more effectively (e.g., use electronic gradebook, extract achievement data from student information system, graph student progress using Excel) • Communicate information to parents and students via web or e-mail (e.g., post upcoming events or assignments on school webpage) • Communicate quickly with e-mail (e.g., respond to e-mail from parents, learn about school meetings and events via internal e-mail) 	<p>Teachers:</p> <ul style="list-style-type: none"> • Conduct one-computer classroom lessons (e.g., use software such as Decisions, Decisions and Timeliner by Tom Snyder, lead virtual field trips to museums using K-20 Network) • Deliver presentations with graphics and sound (e.g., teachers use software such as PowerPoint, Keynote, or audio production software) • Lead students in brainstorming and sharing ideas (e.g., teachers use word processing programs or software such as Inspiration, use Intel Visual Ranking website) • Represent information visually (e.g., teachers create graphs in Excel or with a graphing calculator to visually represent chemical interactions) • Facilitate group discussions and lessons (e.g., teachers use interactive whiteboards, LCD projectors, student response systems) • Have students write papers and reports on assigned topics using computers or "smart keyboards" such as AlphaSmarts (e.g., require that all student papers must be word-processed) • Create scaffolding for student projects (e.g., teachers provide students with writing prompts or project templates) • Facilitate students using technology for assessment (e.g., teachers use online quizzes or diagnostic tools, graph and analyze progress with class using Excel) • Interactively communicate with parents and students (e.g., teachers initiate and respond to e-mail, conduct on-line surveys, interact through website) 	<p>Teachers enable students to:</p> <ul style="list-style-type: none"> • Create and use online resources to facilitate inquiry (e.g., students create and use online resources such as WebQuests) • Engage in inquiry-based projects driven by essential questions (e.g., students create major research projects such as Big 6 essential question projects) • Direct their own use of technology (e.g., students stay current with new information through tools such as RSS feeds) • Research, analyze data and problem-solve in a global context (e.g., student engage in projects such as ThinkQuest with classrooms in other states or countries) • Engage in individual or collaborative project-based learning (e.g., students engage in real-world projects and problem-solving using email or websites) • Use modeling and simulations (e.g., students conduct simulations using online resources) • Write, develop and publish individual and collaborative products (e.g., students publish projects online to be reviewed by parents or peers) • Invent products through programming or production (e.g., students produce how-to videos or movies to share with others) • Create scaffolding for their own projects (e.g., students create writing prompts or project templates) • Are involved with their parents and teachers in the analysis of student data and meeting standards, or participate in developing their own learning plans (e.g., students use classroom-based assessments and assess their own work) • Initiate communication with parents, teachers, community members, or other students (e.g., students display self-directed communication through tools such as weblogs)

