

PATTERNS OF CLASSROOM USE

<p>Early Tech (<i>I use District required administrative tools. I sometimes display electronic agendas and/or lecture slideshows. My students practice on the computer</i>)</p>	<p>I occasionally use technology to supplement instruction, streamline management functions, and present teacher-centered lectures. My students use software for skill reinforcement.</p>
<p>Developing Tech (<i>I teach students how to use software applications. I design and facilitate my student's technology products.</i>)</p>	<p>I use technology to direct instruction; improve productivity, model technology skills, and direct students in the use of applications for technology integration.</p>
<p>Advanced Tech (<i>My students work in cooperative groups. My students collect and analyze data gathered through advanced technology such as spreadsheets, databases, and data collection equipment. My students occasionally have choice in the form of their final product.</i>)</p>	<p>I use technology in teacher-led as well as some student-led learning experiences to develop higher order thinking skills and provide opportunities for collaboration with content experts, peers, parents, and community. My students evaluate information; analyze data and content to solve problems.</p>
<p>Target Tech (<i>My students design and structure their own learning. Students communicate with practicing experts to formulate solutions. Technology is available and used seamlessly.</i>)</p>	<p>My classroom is a student-led learning environment where technology is seamlessly integrated to solve real world problems in collaboration with business, industry, and higher education. Learning is transformed as my students propose, assess, and implement solutions to problems.</p>