

Technology Integration Continuum- <b>TEACHING</b>			
	<b>Emerge</b>	<b>Extend</b>	<b>Empower</b>
Parent and Student Communication	<ul style="list-style-type: none"> <li>Teacher minimally uses technology for communication (Ex. occasionally updates class site, SharePoint, or blog)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher regularly uses technology for communication</li> <li>(Ex. periodically sends email to class distribution list, updates class site, SharePoint, or blog)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher extensively uses technology for communication, shares student work digitally, and is globally connected (Ex. frequently updates social media posts and uploads student work, updates class site, Edmodo, Twitter, SharePoint, or blog)</li> <li>Teacher shares resources for extended asynchronous learning (Ex. flipped classroom, blended learning)</li> </ul>
Presentations	<ul style="list-style-type: none"> <li>Teacher utilizes interactive white board to deliver instruction</li> <li>Teacher utilizes document camera frequently</li> </ul>	<ul style="list-style-type: none"> <li>Teacher utilizes interactive white board and interactive features to deliver instruction (Ex. Flipcharts and Smart Notebooks)</li> <li>Teacher utilizes interactive data collection tools during presentation (Ex. clickers, ActivExpressions )</li> <li>Teacher utilizes existing instructional content ( Ex. Flipcharts, SMART Notebooks, etc.) from a variety of sources</li> </ul>	<ul style="list-style-type: none"> <li>Teacher utilizes interactive white board and interactive features to deliver instruction with increased student participation</li> <li>Teacher creates original instructional content (Flipcharts, SMART Notebooks, etc.) and/or adapts existing instructional content from a variety of sources</li> <li>Teacher utilizes a variety of interactive tools to enhance engagement and to collect data (Ex. Smart Response, Expressions, Nearpod, Poll Everywhere, Padlet, Class Flow, GoSoapBox )</li> <li>Teacher captures digital discussions to share during direct instruction (Ex. back channeling, discussion posts on class blog or microblog)</li> </ul>
Productivity	<ul style="list-style-type: none"> <li>Teacher utilizes mandatory technology for productivity and instruction in a conventional way (Ex. entering data into Synergy, using SharePoint to access curriculum and calendars)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher utilizes mandatory technology for productivity and instruction in a conventional and complex way (Ex. analyzing data that has been collected over time, downloading resources from various VB SharePoint sites and sandboxes)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher utilizes a variety of technology for productivity and instruction in a more complex way (Ex. designing and using advanced features of SharePoint and Synergy, downloading and uploading resources, creating real-time forms, surveys, and assessments, disaggregating data)</li> </ul>
Tech Opportunities	<ul style="list-style-type: none"> <li>Teacher provides digital opportunities with technology assigned to classroom</li> <li>Teachers bring students to lab when required by schedule or testing</li> </ul>	<ul style="list-style-type: none"> <li>Teacher provides digital opportunities with a variety of technology for intentional learning, publishing, and creating</li> <li>Teacher occasionally secures additional technology resources that are available for checkout or shared with grade level/department</li> </ul>	<ul style="list-style-type: none"> <li>Teacher frequently provides digital opportunities and options with a variety of technology for intentional learning, publishing, and creating</li> <li>Teacher creates a digitally rich environment where technology is an essential and seamless part of learning (Ex. BYOD, assigned technology is very often utilized, secures additional resources for check out, video, iPads, video conferencing tools, options often given in device and tool use)</li> </ul>
Innovation	<ul style="list-style-type: none"> <li>Teacher utilizes technology to facilitate learning when listed in the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses technology when listed in the curriculum and adapts existing lessons to enhance learning</li> </ul>	<ul style="list-style-type: none"> <li>Teacher develops regular use of innovative technology to transform learning that would be challenging or otherwise impossible and is an early adopter of new technology (Ex. BYOD, flipped/blended classroom, modeling and simulation, coding, video conferencing, animation, digital video production, podcasting, blogging)</li> </ul>
Professional Growth	<ul style="list-style-type: none"> <li>Teacher attends collaboration with ITS and LMS</li> <li>Teacher attends mandatory PLP technology courses</li> </ul>	<ul style="list-style-type: none"> <li>Teacher actively participates during scheduled collaboration with ITS and LMS ( Ex. job embedded training, co-teaching, coaching)</li> <li>Teacher attends optional PLP technology courses and implements what is learned</li> </ul>	<ul style="list-style-type: none"> <li>Teacher participates with his/her professional learning network and actively seeks cutting edge teaching and learning with technology including conferences and webinars</li> <li>Teacher reflects on practice and actively seeks additional professional development and collaboration with ITS/LMS and other educational technology professionals ( Ex. job embedded training, co-teaching, coaching, Twitter, Google +, Facebook, Edmodo communities, YouTube, blogs, subscriptions, and edchats)</li> <li>Teacher takes on a technology leadership role at school</li> </ul>

Technology Integration Continuum- <b>LEARNING</b>			
	<b>Emerge</b>	<b>Extend</b>	<b>Empower</b>
Thinking Skills	<ul style="list-style-type: none"> <li>Students create and publish digital learning tasks requiring lower level thinking skills (Bloom: remembering and understanding with focus on facts and retelling)</li> </ul>	<ul style="list-style-type: none"> <li>Students occasionally create and publish digital learning tasks that require higher level thinking skills (Bloom: applying, analyzing, evaluating, and creating)</li> </ul>	<ul style="list-style-type: none"> <li>Students frequently create and publish digital learning tasks that require higher level and critical thinking skills (Ex. problem-based learning, public service announcements, authentic performance tasks, Bloom: applying, analyzing, evaluating)</li> <li>Students utilize technology for metacognitive and reflective purposes (Ex. blogging, microblogging, experience writing)</li> </ul>
Collaboration	<ul style="list-style-type: none"> <li>Students engage in individualized tasks utilizing technology</li> </ul>	<ul style="list-style-type: none"> <li>Students are given some options with technology working independently or in teams</li> </ul>	<ul style="list-style-type: none"> <li>Students are provided with regular opportunities to utilize technology for collaboration and communication inside and outside of the classroom. (Ex. connected classrooms, team work, regular publishing, presenting, communicating, Skype)</li> </ul>
Skill Acquisition	<ul style="list-style-type: none"> <li>Students utilize drill and practice applications ( Ex. same activity/game for all, only tech option during flex group time, or choose a game any game)</li> </ul>	<ul style="list-style-type: none"> <li>Students utilize drill and practice applications assigned purposefully and intentionally ( Ex. opportunity for differentiation, timely curriculum practice of particular skill)</li> </ul>	<ul style="list-style-type: none"> <li>Students utilize drill and practice applications that are purposefully and intentionally assigned</li> <li>Students utilize modeling, simulations, and virtual applications to construct learning</li> <li>Teacher utilizes data from learning app for assessment, differentiation, and remediation purposes</li> </ul>
Presentations	<ul style="list-style-type: none"> <li>Students receive information primarily via teacher presentations</li> <li>Students use technology to read presentation aloud to class</li> </ul>	<ul style="list-style-type: none"> <li>Students utilize technology to present information and to engage audience</li> <li>Students are guided to use proper formatting and to identify/create quality media messages</li> </ul>	<ul style="list-style-type: none"> <li>Students and collaborative teams utilize technology to present information and to engage audience</li> <li>Students utilize proper formatting and identify/create quality media messages</li> <li>Students are guided to use oral communication skills while utilizing technology for presentations</li> <li>Students are given many options and are included in the decision making process to share what has been learned</li> </ul>
Research and Information Literacy	<ul style="list-style-type: none"> <li>Students access a digital resource to research a teacher- generated list of questions ( Ex. use a predetermined website to find answers to a set of teacher generated questions or preset graphic organizer)</li> </ul>	<ul style="list-style-type: none"> <li>Students access more than one digital resource, generate questions, locate and evaluate digital and other sources that provide needed information, analyze information to verify accuracy and relevance, and report findings</li> </ul>	<ul style="list-style-type: none"> <li>Students regularly access digital and other resources to research and to construct new learning</li> <li>Students are guided to use an inquiry-based process that requires the development of questions, identification and evaluation of a range of digital and other sources, analysis of information and point of view</li> <li>Students organize information based on the relationships among ideas and general patterns discovered; and combine information making inferences and drawing conclusions to create meaning for a given audience, purpose, and task</li> </ul>