

**TEACHERS**

		<b>ADOPTION</b>	<b>ADAPTATION</b>	<b>APPROPRIATION</b>
	<b>COMMUNICATION</b>	<p>I use technology, such as email, to communicate with parents.</p> <p><input type="checkbox"/></p>	<p>I use technology to communicate with parents, students and other professionals. I belong to professional user groups such as bulletin boards and/or listservs.</p> <p><input type="checkbox"/></p>	<p>My students use technology to communicate with other students and teachers. My students use email to contact experts in the areas that they studying. I have created a website to keep parents informed about my classroom.</p> <p><input type="checkbox"/></p>
	<b>RESOURCES</b>	<p>I tend to choose resources that I am most comfortable with when choosing technology to use in my classroom. Technology resources are generally not available in my classroom. I have to take the students to a lab or another room to use technology.</p> <p><input type="checkbox"/></p>	<p>I have some technology resources available in my classroom. My students are beginning to select resources that make the most sense for the projects that they are completing. I am beginning to explore resources that I am not familiar with.</p> <p><input type="checkbox"/></p>	<p>The use of technology in my classroom is at times planned and at other times spontaneous. I use a wide variety of resources for teaching and learning. Some of the resources are selected for use by students to complete projects. Technology is used often and applied appropriately to each activity. I use resources that are familiar and unfamiliar to meet instructional goals.</p> <p><input type="checkbox"/></p>
	<b>LOCUS OF CONTROL</b>	<p>The instruction and learning in my classroom is completely planned and delivered by me.</p> <p><input type="checkbox"/></p>	<p>I am beginning to facilitate and guide instruction rather than direct it. I allow for increased levels of student independence in directing their learning.</p> <p><input type="checkbox"/></p>	<p>I allow students to construct their own meaning by modeling, mediating, and explaining when needed. I provide options and choices for student learning.</p> <p><input type="checkbox"/></p>
	<b>ALIGNMENT TO STANDARDS</b>	<p>I am not sure how to plan for and teach units that make connections between instruction, content standards, and technology standards.</p> <p><input type="checkbox"/></p>	<p>Sometimes my instruction is aligned with content standards and technology standards. A few of my units are project based.</p> <p><input type="checkbox"/></p>	<p>My instruction is purposefully aligned with content and technology standards. Most of my instruction is taught in the context of projects.</p> <p><input type="checkbox"/></p>

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		<b>ADOPTION</b>	<b>ADAPTATION</b>	<b>APPROPRIATION</b>
	<b>INTEGRATED ASSESSMENT</b>	<p>I do not assess students on their use of technology.</p> <input type="checkbox"/>	<p>I develop rubrics to assess students and include items that assess students use of technology as a product.</p> <input type="checkbox"/>	<p>I develop rubrics and expectations with students. I assess the use of technology as a component of the process along with the content.</p> <input type="checkbox"/>
	<b>DIFFERENTIATED INSTRUCTION</b>	<p>I am not sure how to use technology to assist me in differentiating my instruction.</p> <input type="checkbox"/>	<p>I use technology to differentiate content for my students.</p> <input type="checkbox"/>	<p>I use technology to specifically target individual strengths and needs of my students. Students in my class can make choices in creating products that illustrate their learning and understanding of curriculum.</p> <input type="checkbox"/>
	<b>TEACHER COLLABORATION</b>	<p>Mostly, I work on my own in my own classroom.</p> <input type="checkbox"/>	<p>I sometimes work with other teachers in my grade level or content area. We share teaching ideas and plan units together.</p> <input type="checkbox"/>	<p>I collaborate and share ideas with not only my grade level or content area but other teachers. We share thoughts and ideas related to common goals of instruction and assessment.</p> <input type="checkbox"/>
	<b>MULTIDISCIPLINARY INSTRUCTION</b>	<p>Most of the time I teach concepts in a single discipline such as Math, Science or Language Arts. Students are taught technology skills in isolation without a curriculum focus.</p> <input type="checkbox"/>	<p>Most of my curriculum is taught by use of interdisciplinary units. Students are taught technology skills as a separate subject and not integrated into my units of study.</p> <input type="checkbox"/>	<p>I teach using a multidisciplinary approach. Content and technology skills are learned by students through the use of projects that have a curricular focus.</p> <input type="checkbox"/>

<b>STUDENTS</b>		<b>ADOPTION</b>	<b>ADAPTATION</b>	<b>APPROPRIATION</b>
	<b>FREQUENCY</b>	I am the primary user of technology in my classroom. Students rarely use technology in my classroom. <input type="checkbox"/>	Technology is used as a tool in my classroom whenever it is appropriate and needed for teaching and learning. <input type="checkbox"/>	Technology is used as a tool in my classroom whenever it is appropriate and needed for teaching and learning. <input type="checkbox"/>
	<b>GROUPING</b>	Students in my classroom work mostly as individuals. Sometimes they work in small groups. <input type="checkbox"/>	Students in my classroom work mostly in groups completing activities that I have planned and directed for the groups. <input type="checkbox"/>	Students in my classroom work effectively as a team. The students fulfill various roles and collaborate effectively. <input type="checkbox"/>
	<b>AUTHENTIC TASKS</b>	Students in my classroom mostly use technology for drill and practice activities that reinforce skills I have previously taught. <input type="checkbox"/>	Students in my classroom sometimes use technology to create products or research information for authentic tasks and projects that supports their learning and understanding of curricular concepts.. <input type="checkbox"/>	Students in my classroom use technology for student-centered, authentic, real-life projects and problem-solving activities. <input type="checkbox"/>
	<b>CONCEPTUAL LEARNING</b>	Technology is used to teach and practice basic curricular facts and skills in my classroom. <input type="checkbox"/>	Students use productivity software (Such as PowerPoint, Inspiration and Word) to demonstrate their understanding of curricular skills and concepts. <input type="checkbox"/>	Open ended projects, productivity software, and simulation technology is used to teach, model and understand curricular concepts in my classroom. <input type="checkbox"/>
	<b>PROBLEM SOLVING</b>	Students in my class are not currently using technology to assist in solving problems.. <input type="checkbox"/>	Students in my class use technology to solve problems and answer questions that are limited in scope and created by me. <input type="checkbox"/>	Students in my class use technology to solve meaningful problems and investigate relevant questions. Students are encouraged to use technology to answer questions that they bring up. <input type="checkbox"/>

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<b>MANAGEMENT / ENVIRONMENT</b>		<b>ADOPTION</b>	<b>ADAPTATION</b>	<b>APPROPRIATION</b>
	<b>TECHNICAL ISSUES</b>	I have difficulties troubleshooting problems with my classroom computers. For example, if the computer will not print I don't know how to try and fix it.. <input type="checkbox"/>	I can solve simple troubleshooting problems with my classroom computers. <input type="checkbox"/>	I know how to solve problems that arise with my classroom computers. My students are also able to troubleshoot most problems that can occur with computers. <input type="checkbox"/>
	<b>CLASSROOM ORGANIZATION</b>	I am comfortable using traditional teaching tools such as overheads and VCRs in my classroom. <input type="checkbox"/>	I take into consideration how I am going to use various technology tools and the best way to organize my classroom to take advantage of those tools. <input type="checkbox"/>	My classroom is organized to support a collaborative learning environment. Technology tools are available to students throughout the learning environment.. <input type="checkbox"/>
	<b>MANAGEMENT OF MOBILE TECHNOLOGY</b>	I am responsible for setting up and putting away the mobile technology in my classroom. I have a set regular schedule for when the mobile technology is in my classroom. <input type="checkbox"/>	I schedule the mobile technology for a variety of different units and projects in my classroom that occur during different times during the school day. <input type="checkbox"/>	Mobile technology is available for teaching and learning situations throughout the school day. My students are capable of choosing when to use the mobile technology to assist in their learning. <input type="checkbox"/>