

## #EdTech Integration Assessment ©

Focus Forward

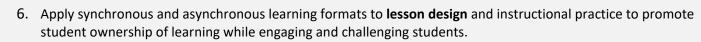
## Supplemental assessment to the Foundational Five © and The Professional Learning Reflection Tool (PLRT) ©

Please reflect on each element using the *electronic link provided* by PLC or this paper copy. All data is collected anonymously in an electronic tool if PLC is collecting the data. This copy is for personal use; please keep your answers. It is helpful to put the date of your rating in the appropriate column which creates "running records." Visit <u>PLC Associates, Inc.</u> to review our offerings and how we can support your district.

This material was authored by Emory Roethel and Carolyn Tinsley-Tremmel as part of the PLC Associates, Inc. Foundational Five. To learn more about this assessment, please email us at: <u>learningacademy@plcassociates.com</u>

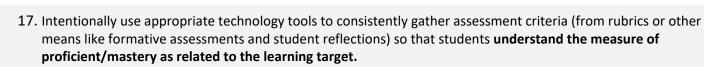
## Key: Mastery/Proficient/Emerging/Awareness

The Foundational Five Competency: Integration of Technology to Support High-Quality Remote Learning		Μ	Р	E	A
-	. <b>Transform the traditional learning environment</b> to both hybrid and distance learning environments that effectively support student-centered, high-quality instructional practice.				
Ĩ	<ul> <li>Understand how to use a variety of technology (i.e. learning management systems, tools, learning content, feedback and assessment, devices) specific to grade level in synchronous and asynchronous formats to support hybrid and distance learning.</li> </ul>				
3	. Model and provide examples on how to use technology tools with fidelity and innovation to support the whole academic picture and improve our instruction and impact on learning.				
4	. Demonstrate the concept of <b>"tasks and assessments before technology tools"</b> to ensure alignment of target, task, and assessment to promote intentional learning and purposeful use of technology.				
ļ	. Describe and use assessment strategies and tools for application in both synchronous and asynchronous learning settings that support student learning and ownership.				



S S O C I A T E S, I N C.

- 7. Apply the **10-2 model** (Sousa research) **and gradual release of responsibility model** when designing both synchronous and asynchronous learning.
- 8. Understand how to apply the **SAMR Model** (Dr. Ruben Puentedura research Substitution, Augmentation, Modification, Redefinition) and employ technology tools that transform and enhance instruction and learning.
- 9. Encourage participation, discourse, and engagement (i.e. higher-order questions, cognitive engagement matrix) using educational technology tools that infuse **total participation techniques** (Himmele research) and the theory that learning is socially constructed.
- 10. Model and use technology tools that **foster appropriate communication and collaboration with other students** during the learning process (i.e. breakout rooms, chat, forums, online/live docs).
- 11. Effectively utilize technology tools that offer **"student choice"** for different levels of learners, with their interests considered and choice of when and how they learn.
- 12. Use strategies and appropriate technology tools to deepen student understanding and have opportunities for authentic learning that promotes **"grapple" where appropriate** and sharing of what they have learned.
- 13. Use **flipped classroom** or a **lesson design model** to provide opportunities for students to work independently to gather information and then make meaning and enhance their learning in a synchronous group being implemented by the teacher.
- 14. Select technology tools designed to deliver content that pre-assesses student knowledge and use that knowledge to construct learning activities at the student's zone of **proximal development the "sweet spot".**
- 15. Use the results of **adaptive tests to provide accurate assessment data** on students from a wider range of abilities to provide customized learning paths that meet the students, more precisely, at their instructional level.
- 16. Use technology-based assessment tools that provide teachers with **real-time data on student performance and progress and give meaningful feedback to students as they learn.**



- 18. Intentionally use appropriate technology tools ("ongoing re-check" after direct instruction) to collect and verify that students **understood the feedback and improved or got "on track" as a result of feedback.**
- 19. Select appropriate **technology tools to support debrief strategies during both synchronous and asynchronous** learning and provide opportunity for reflection to gather evidence of student learning.
- 20. Differentiate use of ed tech instruction for students based upon their learning style and current capacities which include **scaffolding and higher-level activities and extensions.**

## **Essential Learning Questions:**

1. Where am I/my team strongest?

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- 2. What, when proficient, will make the greatest difference in online instruction? (Select 5-7 items)
- 3. After completing this assessment, what are my three main "take aways?"