

Summary of Literacy, Adapting and Transform Uses for Technology (Based on BJP Consulting's Technology and Learning Spectrum)

| Indicator | Literacy Uses | Adapting Uses | Transforming Uses |
|-----------------------|--|--|---|
| Technology Use | Acquiring Technology Skills | Optional and Adaptive Learning Tasks | Essential Re-culturing Learning Tasks |
| | "Just-in-case" technology skills are acquired for possible future needs | "Integrating" means "use it for something, anything – just use it" and "Do what you can, do what you want." | "Integrating" means "just-in-time" technology skills as needed for projects essential to meet standards |
| | <ul style="list-style-type: none"> Learning keyboarding Playing games or other activities during "free time" Learning hardware and software | <ul style="list-style-type: none"> Productivity tools modify traditional, existing assignments Curriculum provides "topics" for learning technology skills | <ul style="list-style-type: none"> Productivity tools used to conduct inquiries, construct knowledge, and produce information Tools for collective learning, collaboration, on-line resources |

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|------------------------------|---|---|--|
| Teaching and Learning | Technology Centered Pedagogy | Teacher Centered, Direct Instruction Pedagogy | Student Centered, Constructivist Pedagogy |
| | Talk about student work is technology talk rather than learning talk | Talk is the same learning stories using new tools | Talk about student work is about new learning stories using new tools |
| | <ul style="list-style-type: none"> Technology skills curriculum in place Student projects are technology focused rather than standards intentionally driving the use of technology Hardware and software skill acquisition is separate or add-on to curriculum | <ul style="list-style-type: none"> Student experiences depend on teacher directed assignments Technology uses are adapted to traditional curriculum goals and tasks Teachers view technology as interesting but optional to achieve present curriculum goals | <ul style="list-style-type: none"> Technology use enables new learning tasks not possible without technology Students initiate technology uses when it is essential for their learning outcomes Student roles expand to explorers, producers of knowledge, communicators and self-directed learners |

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| Staff Development - Technical Support | Specialists rather than classroom teachers are responsible for student technology skills | Experiences with technology are encouraged for all students and teachers but uses remain optional and unfocused | Essential skills and practices are stated, expected, supported, and measured for all students and teachers |
| | Interested teachers learn on their own time | Staff development is less than 30% of budget and technical support is optional | Staff development is more than 30% of budget and technical support is essential |
| | <ul style="list-style-type: none"> There is an identified "expert" on each campus "Expert" or specialists supply technical repair, training and answer questions | <ul style="list-style-type: none"> Increased workshops reflect expectation for wider use with the curriculum but participation is optional Participation in staff development is encouraged but still optional | <ul style="list-style-type: none"> Expanded staff development support new pedagogical and technological practices Staff development focused on instructional strategies to raise results for all students |

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| Access | Rotating every student to provide equitable access | Whatever access is available | Essential, ubiquitous access |
| | Labs are primary location of equipment | An effort is made to move equipment closer to classrooms creating combinations of lab and classroom locations | Access to technology exists wherever learning is occurring |
| | <ul style="list-style-type: none"> Limited or no access beyond scheduled times Relatively little equipment is needed | <ul style="list-style-type: none"> Individual teachers initiate technology uses if equipment is available More equipment needed to meet expanding uses but student/computer ratios remain inadequate | <ul style="list-style-type: none"> Students and teachers initiate technology as needed for their work and learning Software is standardized to a few tools |

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| Student Work | <ul style="list-style-type: none"> Students take turns using <i>Oregon Trail</i> during their Westward Expansion unit when they have finished their regular assignments Students practice keyboarding skills by typing their book reports Student learn how to make a <i>PowerPoint</i> presentation by creating three slides that use transitions, sounds and images | <ul style="list-style-type: none"> Students post their book reports as web pages Students practice math facts with <i>Math Blaster</i> Students use online resources to obtain images of state flags, birds, and flowers for their multimedia state reports Students use <i>Microsoft Excel</i> to chart data, create and print graphs to represent science experiment data | <ul style="list-style-type: none"> Students would with a community agency to design a Spanish language community web site Students investigate and develop a multimedia report of opposing viewpoints of a controversial issue using video and Internet resources Students make recommendation to the Board of Education for policy changes on a specific issue based on an online investigation of other districts' responses to the issue and from an online community survey they conducted |