



*Resource Assessment
Rubric
(Bloomsburg Rubric)*

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Integrating technology into the classroom is not simple and usually goes through various phases from the entry phase to the invention/innovation phase. When designing lessons to integrate technology into the classroom it is important to focus on the steps Appropriation/Integration and the Invention/Innovation phases. Simply using PowerPoint to deliver a lecture or having students find information on the Internet is not integration. The technology needs to become a seamless element within the instruction. One way to understand how this is accomplished is to look at the five phases.

Entry Phase – Minimal level of confidence using technology. Uses technology to enhance productivity and to deliver some content information. Technology use is teacher-centered. Experimental time to learn technology and try it out.

Implementation Phase – Increased comfort level. Regularly uses technology to deliver information, experiments with interactive technology with learners/or begins to require students to use technology in assignments. More teacher-centered, but some movement toward being student-centered. Discovery time for appropriate uses of technology in content area.

Adaptation Very comfortable with practiced technology and begins to connect various technologies for increased student benefit. (Combines PowerPoint with the Internet, graphing calculator/electronic microscope with desktop.) Recognizes appropriate use of technology in the content area. Technology use is student-centered.

Integration Comfort level allows educator to “have no fear” in experimenting with various technologies and their uses. Uses multiple technologies consistently and student assignments allow learners to begin constructing their own meaning (constructivist model). Additionally, assignments allow students to choose the technology they need to complete an assignment (choice in process and delivery).

Innovation Comfort level allows educator to reach beyond traditional use of hardware and software, to create new uses/programs, to collaborate with others to solve learning challenges through technology, and to share experiences through publishing and/or presenting at conferences.©



Phases of Technology Integration (Curriculum Assessment Rubric) ©

	Entry Phase	Implementation Phase	Adaptation Phase	Integration Phase	Innovation Phase
K-16 Teachers	Technology used infrequently, lack of confidence in ability to use technology	Use technology regularly but are still a little anxious about technology	Technology is used daily, teacher is confident in its use	Completely comfortable.	Experimental use of new technologies with students
Classroom Focus	Teacher centered	Students interact with teacher in new ways	Teacher facilitates interactions between students	Students collaborate to create the learning experience.	Students and teacher collaborate to create new technological applications.
Delivery methods	Lecture-based	Hands-on teacher demonstration	Small group guided by teacher	Project-based guided by students	Problem-based, student and teachers work to solve problems jointly.
Operation of Technology (Teacher)	Major technical difficulties because of lack of knowledge	Increased technical competence	Troubleshoots minor technical problems	Troubleshoots major technical difficulties.	Able to develop methods to prevent major and minor technical problems.
Expectations of learning	Unrealistic	Traditional	Student created, teacher validated	Student created, teacher validated based on state/national standards.	Collaboration between students and teachers to develop or build something brand new.
View of "technology"	Technology taught as technology (technology is the lesson)	Technology a major focus of the lesson	Technology a small focus of the lesson	Technology seamlessly integrated into lesson	Technology is just another tool, like a pencil or a piece of paper.
Desired Learning Outcomes	Memorization of information	Able to explain information to others	Apply information to new situations	Able to problem-solve	Create technical problems and ask others to solve
Assessment	No assessment	Standard assessment	Rubrics created by teacher	Students determine assessment criteria (Finished product, outside evaluators, checklists, portfolio)	Students and teacher share technical knowledge with others at conferences and through publication
Examples	Teacher using PowerPoint to display existing transparencies	Students conducting research for a report using the Internet	Students use GPS to find a location with the school campus (everyone ends up at same location)	Students given robotic kits and vague instructions to build a robot to sort red marbles from blue (robots will look and be programmed differently)	Creation of new computer program that provides a multimedia view of the history of the local area. Students and teacher decided upon the project and co-develop.