

HP Technology for Teaching Grant – 2008 - K-12 Edition

Question 29 - ISTE Essential Conditions Self-Assessment



The following questions are based on the Essential Conditions for Effective Technology Integration developed by the International Society for Technology in Education (ISTE - www.iste.org). When entering your proposal information into HP's online grant application system, you will be asked for your answers to these questions. Your self-assessment will provide background information for grant reviewers. Please answer honestly, as HP is interested in teams that are at various stages along the continuum of technology integration. If you are awarded a grant, this information will also help us to understand how best to support you with professional development.

<i>ESSENTIAL CONDITION</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
<p>SHARED VISION Is there proactive leadership and support for the implementation of technology in teaching and learning from the entire school?</p> <p>29a. Select the description that best characterizes your school.</p>	<p>Each group of individuals within our school has an idea of how technology should be implemented and supported. However, there is not yet an open consensus built around the vision, nor is there a concrete implementation plan to support the vision.</p> <p style="text-align: center;"><input type="checkbox"/> <i>Level 1</i></p>	<p>There has been a collaborative consensus-building process for establishing a consistent and well-articulated vision to support students, parents and teachers in their use of technology in teaching and learning. However, there is not yet a concrete and thorough implementation plan to support the vision.</p> <p style="text-align: center;"><input type="checkbox"/> <i>Level 2</i></p>	<p>School teachers and administrators have reached consensus on a well-articulated vision to support students, parents and teachers in their use of technology in teaching and learning. There is a collaboratively designed implementation plan to support the vision that is proactively supported by the leadership at our school.</p> <p style="text-align: center;"><input type="checkbox"/> <i>Level 3</i></p>	<p>There is an ongoing process for building consensus and establishing and revising a well-articulated vision to support technology use in teaching and learning throughout our school community. Our implementation plan reflects not only the shared vision, but also proactive leadership and a collaborative atmosphere for sharing resources to bring the vision to life.</p> <p style="text-align: center;"><input type="checkbox"/> <i>Level 4</i></p>

<i>ESSENTIAL CONDITION</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
<p>EQUITABLE ACCESS Do teachers and administrators at your school have access to current technologies, software, and telecommunications networks?</p> <p>29b. Select the description that best characterizes your school:</p>	<p>Student access to technology is limited to lab settings. Teacher access to the technology hardware is inconsistently limited to offices or workspaces. Access to technology resources is tightly controlled, creating a somewhat negative or competitive environment within the school.</p> <p style="text-align: center;"><input type="checkbox"/> <i>Level 1</i></p>	<p>Access to technology is available in the classroom to support learning, teaching and productivity. Access to technology resources is growing to include both classroom and lab settings for student use. Telecommunications and network resources are not consistently available (e.g., internet or email is frequently unavailable).</p> <p style="text-align: center;"><input type="checkbox"/> <i>Level 2</i></p>	<p>Access to current technologies, software, and telecommunications networks is provided for our students, teachers, and support personnel, both inside and outside the school and during and beyond the school day.</p> <p style="text-align: center;"><input type="checkbox"/> <i>Level 3</i></p>	<p>Our school supports “on-demand-access” to technology resources – hardware and software, telecommunications, and other online resources for students and teachers including home, community, and global access.</p> <p style="text-align: center;"><input type="checkbox"/> <i>Level 4</i></p>
<p>PROFESSIONAL DEVELOPMENT Do the educators at your school have consistent access to appropriate professional development to support technology use in teaching and learning?</p> <p>29c. Select the description that best characterizes your school:</p>	<p>Professional development in technology focuses only on technology skills and is limited. The professional development is not based on an assessment of teacher and student needs and does not appear to be based on a comprehensive technology plan. The training often lacks the necessary equipment/ tools and/or time.</p> <p style="text-align: center;"><input type="checkbox"/> <i>Level 1</i></p>	<p>Professional development is provided for all but focuses more on technology skills than on application of technology in teaching and learning. The professional development is not based on an assessment of teacher and student needs and does not appear to be based on a comprehensive technology plan. While the time is sufficient, there is often a lack of sufficient equipment/tools.</p> <p style="text-align: center;"><input type="checkbox"/> <i>Level 2</i></p>	<p>Timely, ongoing professional development is provided for all based on needs assessments and focused on technology skill development and application of technology in teaching and learning, with the time and equipment to be successful. The professional development opportunities provided use various modes of delivery and are evaluated for effectiveness and satisfaction. Professional development is based on a comprehensive technology plan.</p> <p style="text-align: center;"><input type="checkbox"/> <i>Level 3</i></p>	<p>Professional development focused on technology skill development and application of technology in teaching and learning is available “on-demand” in a mode suitable to various learning styles. The professional development is supported by our school with the necessary resources (equipment, time, money, people, etc). Professional development opportunities are regularly evaluated, inviting input from participants that is used for revisions and designing new opportunities.</p> <p style="text-align: center;"><input type="checkbox"/> <i>Level 4</i></p>

<i>ESSENTIAL CONDITION</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
<p>TECHNICAL ASSISTANCE Do the teachers at your school receive technical assistance for maintaining and using technology?</p> <p>29d. Select the description that best characterizes your school:</p>	<p>Technical assistance for teachers and students is generally inconsistent or inadequate. Issues of access and quality are unresolved.</p> <p style="text-align: center;"><input type="checkbox"/> <i>Level 1</i></p>	<p>Technical assistance for teachers and students is readily available but is limited to troubleshooting hardware. Technical assistance for supporting teaching and learning is not a clearly defined role or is understaffed and, therefore, not as useful as it could be.</p> <p style="text-align: center;"><input type="checkbox"/> <i>Level 2</i></p>	<p>Technical assistance for teachers, students, staff and administrators is readily accessible and includes mentoring to enhance skills in managing classroom hardware and software resources and instructional strategies to support teaching and learning.</p> <p style="text-align: center;"><input type="checkbox"/> <i>Level 3</i></p>	<p>Technical assistance for teachers, students, staff and administrators is available around the clock. The technical assistance includes paid staff and identified peer and student mentors, as well as content and pedagogy specialists for supporting the use of technology in teaching and learning.</p> <p style="text-align: center;"><input type="checkbox"/> <i>Level 4</i></p>
<p>ASSESSMENT AND ACCOUNTABILITY Is there continuous assessment of the effectiveness of technology for learning at your school?</p> <p>29e. Select the description that best characterizes your school:</p>	<p>Technology is periodically assessed in terms of the frequency of teacher use and the presence of hardware or resources, but not in terms of the effects on instruction and student learning. For example, simple grade book packages may be used for examining student learning data, or a spreadsheet is used for tracking teacher use of technology.</p> <p style="text-align: center;"><input type="checkbox"/> <i>Level 1</i></p>	<p>Technology use is assessed in terms of teacher utilization and student outcomes in some curriculum areas by innovative teachers, with nominal administrative support. Technology is used for aggregating student performance data for the purpose of making curriculum decisions in some areas, but not systemically.</p> <p style="text-align: center;"><input type="checkbox"/> <i>Level 2</i></p>	<p>There is administrative support for teachers in using technology tools and assessment to measure the effectiveness of technology-supported teaching strategies. Results are used to examine student outcomes, inform future planning and teaching, and drive further assessment as well as to inform procurement, policy, and curriculum decisions.</p> <p style="text-align: center;"><input type="checkbox"/> <i>Level 3</i></p>	<p>There is an institutional commitment to comprehensive use of technology in assessment for the purposes of informing teaching, learning, policy, procurement and curriculum decisions. A shared vision of how technology resources are assessed, upgraded, and retired indicates a support of technology use in teaching and learning at all grade levels.</p> <p style="text-align: center;"><input type="checkbox"/> <i>Level 4</i></p>

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<p>COMMUNITY SUPPORT Do community and school partners provide expertise, support, and resources for your school? Is there a good connection from your classrooms to real-world uses of technology?</p> <p>29f. Select the description that best characterizes your school:</p>	<p>Our school and community are inconsistently, informally connected, causing unnecessary duplication of efforts and resources in supporting technology use in teaching and learning. Although there is awareness of real-world uses of technology, there is little connection in teaching and learning experiences.</p> <p style="text-align: center;"><input type="checkbox"/> <i>Level 1</i></p>	<p>Some classrooms in our school are strongly connected with parts of the community, resulting in support and resources for that classroom, but this is not true school-wide. Similarly, in some classrooms there is a connection to real-world uses of technology, but primarily as a result of the effort of individual teachers as opposed to an approach that is supported and reinforced across the school.</p> <p style="text-align: center;"><input type="checkbox"/> <i>Level 2</i></p>	<p>Students and teachers experience technology in real-world settings, making connections to models of technology use in the community. The school and community are closely connected in these activities, supporting each other's work and maximizing shared resources.</p> <p style="text-align: center;"><input type="checkbox"/> <i>Level 3</i></p>	<p>The school and the community are integral to the mission and vision of each other. There is a feeling of reciprocity in teaching and learning – the school and community assist and inform one another. Teachers actively involve technology-rich, real-world experiences in the process of learning content.</p> <p style="text-align: center;"><input type="checkbox"/> <i>Level 4</i></p>
<p>SUPPORT POLICIES Are school policies, financing, and reward structures in place to support technology in teaching and learning?</p> <p>29g. Select the description that best characterizes your school:</p>	<p>The incentive and reward structures at our school are do not seem to encourage teachers to use technology in teaching and learning. Resources for technology are not designated in specific budget lines but are combined with other budget items.</p> <p style="text-align: center;"><input type="checkbox"/> <i>Level 1</i></p>	<p>Some policies appear to support the integration of technology in teaching and learning while others need some improvement. Inconsistency in the application of policies leads to confusion about the guidelines for appropriate use of technology.</p> <p style="text-align: center;"><input type="checkbox"/> <i>Level 2</i></p>	<p>The personnel and resource acquisition policies, budgets for programs, technology-based resources, and reward and incentive structures for teachers support the use of technology in teaching, learning, and professional collaboration. However, inconsistent application of the policies in some areas leaves lingering confusion about what is considered appropriate use of technology.</p> <p style="text-align: center;"><input type="checkbox"/> <i>Level 3</i></p>	<p>Administrative support policies including budgeting, personnel, and reward and incentive structures are consistent and supportive of a shared, proactive, dynamic vision for the use of technology in teaching and learning.</p> <p style="text-align: center;"><input type="checkbox"/> <i>Level 4</i></p>

