# Using Technology in Classroom Instruction Overview Practice Profile

| **Missouri Collaborative Work Practice Profile****Foundations present in the implementation of each essential component:** *Commitment to the success of all students and to improving the quality of instruction.* |
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| **Using Technology in Classroom Instruction** |
| **Essential Function** | **Ideal Implementation** | **Proficient** | **Close to Proficient** *(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)* | **Far from Proficient** *(Follow-up professional development and coaching is critical.)* |
| 1 | The teacher models and facilitates opportunities for students to demonstrate the four learning and innovation skills. | Evidence of modeling and/or use of all four learning and innovation skills include:1. Critical Thinking
2. Collaboration
3. Communication
4. Creativity
 | Teacher models and facilitates opportunities for 3 or 4 skills on a regular basis | Teacher struggles to model and/or facilitate opportunities for more than 2 skills on a regular basis | Teacher seems to only model and/or facilitate opportunities for 1 skill on a regular basis |
| 2 | The teacher selects appropriate technology tools to meet the instructional needs of students. | All criteria are met.1. Appropriate for difficulty level of use
2. Appropriate discussion of digital citizenship.
3. Appropriate for selected age group.
4. Appropriate for desired learning outcomes.
5. Appropriate level of rigor is built in to assignment.
6. Appropriate rubric or scoring guide is used for assessment.
 | Teacher meets 5 or more of the criteria on a regular basis  | Teacher meets 3 or 4 of the criteria on a regular basis | Teacher only meets 1 or 2, if any, of the criteria on a regular basis |
| 3 | The teacher models and demonstrates proficiency in using the selected technology tool.  | All criteria are met.1. An example is shown to students.
2. A brief “tutorial” or explanation of how to use the application is provided for students.
3. Support and problem-solving is available as needed.
4. Alterations are made based on student needs.
 | Teacher meets 3 or more of the criteria on a regular basis | Teacher meets 2 of the criteria on a regular basis | Teacher meets 1 or none of the criteria on a regular basis |

Evidence: Implementation Fidelity Checklist, Backwards Planning Guide.