LEVEL 4

Students use a variety of technology-based tools on a daily basis to access information, analyze data, and communicate their ideas. They also use technology to communicate with others in remote locations to ask questions, conduct collaborative investigations, get onsite information, and expand their understanding of the topic at hand. Students are very comfortable with a range of technology tools and use them as needed to enrich their ability to carry out teaching and learning tasks. Technology is used purposefully to individualize instruction.

LEVEL 3 – TARGET LEVEL FOR ALL RTT TEACHERS AND STUDENTS

Students are using technology to access information, analyze data, and communicate. Students have developed a comfort level with technology that allows them to see it as a tool for learning whatever they are currently exploring in the curriculum. Technology in multiple forms is used in the teaching and learning of any given curriculum unit across the content areas. However, this use of technology does not merely reproduce written work in digital form, but extends and expands the learning opportunities beyond that which is otherwise available. Students are learning to choose appropriate technology for a given task.

LEVEL 2

Students use technology, but mostly as an “add-on” or as an occasional “special feature” of a given unit of study. Technology applications are often taught as separate skills in the computer lab and are not always integrated into the classroom curriculum in a meaningful way. Good content software is used in conjunction with some units. The Internet and electronic encyclopedias are used for research, but the information is not typically further synthesized, analyzed, or presented using technology.

LEVEL 1

Technology use is largely restricted to occasional use of the Internet, typing of final drafts, and use of game and/or drill software for remediation or for when students have finished their work. Technology is often a reproduction of what can be done using other media and does not substantively add to the quality of the learning experience.