LEVEL 4

TRULY INTEGRATED APPROACH

- The curriculum unit provides a far richer experience than would a unit which does not fully and deliberately integrate the possibilities of technology.
- Completion of units requires frequent use of a variety of technology-based tools by teachers and students to access information, analyze data, and communicate ideas.
- Choices about the use of technology are shared by teachers and students and are deliberately matched to stated curriculum goals.
- During the unit, teachers and students 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 use a range of technology tools as needed to enrich their ability to carry out teaching and learning tasks.
- The unit results in several technology-enhanced products that demonstrate student understanding of clearly defined unit goals.

LEVEL 3—TARGET LEVEL FOR ALL RTT DESIGN PRODUCTS

CAREFULLY BLENDED APPROACH

- The curriculum unit is designed to support students use of technology to access information, analyze data, and communicate.
- Technology in multiple forms is used in the teaching and learning of the 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.
- Technology use is purposefully planned to enrich student learning and content specific, as well as generic, technologies are used.
- Students use several technologies throughout the unit and produce at least one major technology-integrated product to demonstrate their learning of clearly defined unit goals.
- As a result of completing the unit, students have a good understanding of content and an increased understanding of how technology can support their learning.
LEVEL 2

ADDITIVE APPROACH

• Students use technology but mostly as an “add-on” or as an occasional “special feature” of the curriculum 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 aspects of the curriculum unit and may or may not be an exact match for identified curriculum goals. The Internet and electronic encyclopedias are used for research but the information may not be further synthesized, analyzed, or presented using technology. If it is, this constitutes the only technology-enhanced product of the unit (e.g., a simple PowerPoint presentation) and is not substantively different than a poster presentation.
• Choice and use of technology is teacher directed and controlled.

LEVEL 1

LIMITED VALUE APPROACH

• Completion of the curriculum unit requires that technology be used in limited ways such as the occasional use of the Internet, typing of final drafts, and use of game and/or drill software for remediation or reward when students have finished their work.
• Although completion of the unit may have students use technology several times in these ways, technology tends to be a reproduction of what can be done using other media and does not substantively add to the quality of the learning experience.