Technology Integration Filter: Strategies that Integrate Technology Tools/ Applications, Digital Resources and the Design Process

The filter below provides the criteria to be used when considering technology integration strategies for the model curriculum. Technology integration must be interpreted broadly. Strategies can involve technology tools and applications, the design process, and digital resources. Descriptions of strategies must include sufficient detail to illustrate how they would unfold in a classroom. Recommended strategies are in the 2/3 range for each of the listed criteria (A-G).

A. Technology literacy

Evaluate this criterion using the literacies described below and/or concepts and skills in the Ohio Technology Academic Content Standards.

Technology literacies needed to:

- use technology purposefully to support learning and productivity, achieve goals, create, communicate, and collaborate;
- locate, evaluate, manage, analyze, synthesize and use information to build understanding and knowledge; and
- become a knowledgeable, critical, ethical, and responsible participant in the technological world and engage in the design process used to create this world.

0	1	2	3
There is no evidence that technology integration targets technology literacy or concepts/skills addressed in the Ohio Technology Academic Content Standards.	Technology integration somewhat targets at least one identified technology literacy and/or concept/skill addressed in the Ohio Technology Academic Content Standards.	Technology integration targets at least one identified technology literacy and/or concept/skill addressed in the Ohio Technology Academic Content Standards.	Technology integration targets more than one identified technology literacy and /or concept/skill addressed in the Ohio Technology Academic Content Standards.

B. Content focus

0	1	2	3
There is no evidence that technology integration targets concepts and skills that align with Ohio's New Learning Standards.	Technology integration somewhat targets identified concepts and skills that align with Ohio's New Learning Standards at the appropriate grade level. The capabilities of the technology included in the strategy are somewhat used to support learning.	Technology integration targets identified concepts and skills that align with Ohio's New Learning Standards at the appropriate grade level. The capabilities of the technology included in the strategy are used to support learning.	Technology integration uses an original strategy to effectively target identified concepts and skills that align with Ohio's New Learning Standards and strategically uses included technology to make most of its capabilities to support learning.

C. Depth of understanding

0	1	2	3
Technology integration provides little or no opportunity for students to engage with targeted concepts and skills in ways that promote a deeper understanding.	Technology integration provides some opportunity for students to engage with targeted concepts and skills in ways that promote a deeper understanding.	Technology integration involves students in complex thinking about targeted concept and skills (e.g., critical thinking, problem-solving, metacognition, creative thinking, communication and collaboration) that	Technology integration involves students in complex thinking about targeted concepts and skills (e.g., critical thinking, problem-solving, metacognition, creative thinking, communication and collaboration) that

		promotes a deeper processing of content.	promotes deeper processing of content. Strategy engages students with content in ways that extend understanding, not afforded by other tools or methods.
D. Contextual learning			
0	**1**	**2**	**3**
Relevant and/or real world context is absent.	Technology integration contributes to a relevant and/or real world context for learning.	Technology integration contributes to a relevant and/or real world context for learning that enables authentic and rigorous application of content.	Technology integration contributes to a relevant and/or real world context for learning that enables authentic and rigorous application of content, whose significance is understood from a global perspective.
E. Ethical and responsible behavior			
0	**1**	**2**	**3**
Technology integration does not address the student's role as a digital citizen or models unethical or irresponsible technology behavior.	Technology integration models ethical and responsible technology behavior.	Technology integration provides an opportunity for students to examine their role as digital citizens and models ethical and responsible technology behavior.	Technology integration provides an opportunity for students to examine their role as digital citizens and models ethical and responsible technology behavior. Students consider ethical and responsible behavior in terms of the impact of technology on society.
F. Rationale			
0	**1**	**2**	**3**
Little or no rationale provided for using the technology integration strategy to support student learning of targeted concepts and skills. Unclear how included technology contributes to learning.	Some rationale provided for using the technology integration strategy to support student learning of targeted concepts and skills. Provides some explanation of how included technology contributes to student learning.	Rationale provided for using the technology integration strategy to support student learning of targeted concepts and skills. Provides explanation of how included technology contributes to student learning.	Rationale provided for using the technology integration strategy to support student learning of targeted concepts and skills. Explanation makes explicit how included technology contributes to and extends student learning.
G. Quality of digital resources and technology tools/applications *The criteria below apply to digital resource materials and technology tools/applications used in the technology integration strategy.*			
0	**1**	**2**	**3**
Alignment with Ohio's New Learning Standards			
No evidence of alignment with Ohio's New Learning Standards. The content	Content presented aligns generally with the main concept, but not the	Content presented aligns with the main concept and some of the specific	Content presented aligns with the main concept and descriptions within

is not at the appropriate grade level.	specific descriptions within Ohio's New Learning Standards. The content is at the correct grade level.	descriptions within Ohio's New Learning Standards. The content is at the correct grade level.	Ohio's New Learning Standards. The content is at the correct age level.
Accuracy			
Contains inaccurate content.	Content presented is accurate; however resources and/or links provided contain inaccurate content.	Content and resources/links provided are accurate, but is presented in a way that could promote a potential misconception.	Content presented is accurate, including resources/links. There are no potential misconceptions presented.
Reliability, validity, and authority			
Content presented is invalid or unreliable. Facts presented may be biased or slanted toward a particular view, population, or outcome. Contact information and sources are missing.	Content presented can be validated, is reliable and authoritative. Contact information and sources are present. Facts presented may be biased or slanted toward a particular view, population, or outcome.	Content presented can be validated, is reliable and authoritative. Contact information and sources are present and reputable. Bias is not present.	Content presented can be validated, is reliable and authoritative. Contact information and sources are present and are reputable and recognized experts in the content area. Bias is not present.
Adaptability/limited use			
Digital resources and technology tools/applications have a limited range of use.	Digital resources and technology tools/applications can be adapted for a variety of settings, uses or students.	Digital resources and technology tools/applications can be adapted for a variety of settings, uses or students. Guidance is provided on how to adapt the resources, tools and applications.	Digital resources and technology tools/applications can be adapted for a variety of settings, uses, or students. Guidance, examples and resources are provided on how to adapt the resources, tools and applications.
Navigability, design and appearance			
Digital resources and technology tools/applications are poorly designed and contain malfunctions. Digital resources contain limited/no interactive materials. Navigation is difficult. There are links that do not work and materials are hard to locate. Appearance and style are poor quality (e.g. numerous typos, grammatical errors, incorrect word usage, poor graphics).	Digital resources contain some interactive materials. Most links work. Can locate materials. Technology tools and applications contain some design flaws or malfunctions. Appearance and style are average (e.g. a few typos, grammatical errors, incorrect word usage).	Digital resources contain interactive materials. Links work and materials are easy to locate. Technology tools and applications function correctly. Appearance and style are good quality (e.g. no typos, grammatical errors, or incorrect word usage, high quality graphics).	Digital resources and technology tools/applications are well designed, function correctly, and are very easy to use. Digital resources contain high quality interactive materials. Navigation is straightforward and intuitive and links work. Appearance and style are high quality (e.g., no typos, grammatical errors, or incorrect word usage, high quality graphics, clear and professional in appearance).