Dynamic Learning Project

Measure teacher and student long-term progress in impactful technology use

Purpose: Based on the Impactful Technology Use (ITU) Rubric, the following questions are designed to measure long-term student and teacher growth in their technology use for developing students' 21st century skills.

Instructions: We recommend using these questions for teachers at the beginning of the year and at the end of the year from both teachers who received coaching and not in order to measure the impact of coaching over time.

Student Impactful Technology Use

For each Impactful Technology Use indicator, select the frequency and proficiency rating that best describes student technology use in your classes overall. The Rubric is available to provide you with more information about ITU, including examples showcasing how teachers might create opportunities for students to demonstrate ITU in their classrooms.

Students SELECT RELEVANT TECHNOLOGY TOOLS or resources to learn something new or complete a task at hand

In your recent teaching, how OFTEN have you asked your students to select relevant technology tools or resources? For example, to:
- Decide which technology tools to use (e.g., computer, cell phone, or notebook)
- Decide which technology resources to use (e.g. app or website)

1. Almost Never	2. A few times per semester	3. Monthly (1-3 times per month)	4. Weekly (1-3 times per week)	5. Almost Daily

How IMPACTFUL was student selection of technology for increasing student engagement and learning?

1. N/A – not used or first year	2. A negative impact	3. No positive impact yet	4 A small positive impact	5. A moderate positive impact	6. A large positive impact

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Students use technology to develop COLLABORATION skills

In your recent teaching, how OFTEN have you asked your students to use technology to **collaborate**? For example, to:
- Work in pairs or small groups
- Work together on a project or to reach a shared goal
- Give feedback to their classmates about their work

1. Almost Never	2. A few times per semester	3. Monthly (1–3 times per month)	4. Weekly (1–3 times per week)	5. Almost Daily

How IMPACTFUL were uses of technology for collaboration for increasing student engagement and learning?

1. N/A – not used or first year	2. A negative impact	3. No positive impact yet	4 A small positive impact	5. A moderate positive impact	6. A large positive impact

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Students use technology to develop COMMUNICATION skills

In your recent teaching, how OFTEN have you asked your students to use technology to **communicate**? For example, to:

- Give a presentation to an audience
- Share work or ideas online (e.g., with people outside of school)
- Express their ideas for a specific audience through writing
- Express their ideas in a different way than writing (i.e., drawings, music, video, etc.)

1. Almost Never	2. A few times per semester	3. Monthly (1-3 times per month)	4. Weekly (1-3 times per week)	5. Almost Daily

How IMPACTFUL were uses of technology for communication for increasing student engagement and learning?

1. N/A – not used or first year	2. A negative impact	3. No positive impact yet	4 A small positive impact	5. A moderate positive impact	6. A large positive impact

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 Students use technology to develop CREATIVITY and INNOVATION skills.

In your recent teaching, how OFTEN have you asked your students to use technology to develop their **creativity and innovation skills?**
For example, to:
- Come up with different ideas to see how they work, and then improve them
- Create something unique for the class (i.e., an online post, a video, a presentation, a song, etc.)

1. Almost Never	2. A few times per semester	3. Monthly (1-3 times per month)	4. Weekly (1-3 times per week)	5. Almost Daily

How IMPACTFUL were uses of technology for creativity and innovation for increasing student engagement and learning?

1. N/A – not used or first year	2. A negative impact	3. No positive impact yet	4 A small positive impact	5. A moderate positive impact	6. A large positive impact

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	Students use technology to develop CRITICAL THINKING skills

In your recent teaching, how OFTEN have you asked your students to use technology to **think critically** about what they are learning? For example, to:

- Solve a complex problem when there is no single right answer
- Evaluate different sources of information
- Use evidence to draw conclusions

1. Almost Never	2. A few times per semester	3. Monthly (1-3 times per month)	4. Weekly (1-3 times per week)	5. Almost Daily

How IMPACTFUL were uses of technology for critical thinking for increasing student engagement and learning?

1. N/A – not used or first year	2. A negative impact	3. No positive impact yet	4 A small positive impact	5. A moderate positive impact	6. A large positive impact

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Students use technology to develop AGENCY

In your recent teaching, how OFTEN have you asked your students to use technology to develop their **agency** in taking on and completing tasks? For example, to:

- Choose topics to study or goals that interest them
- Decide what activities will help them learn
- Plan and follow steps to reach a goal

1. Almost Never	2. A few times per semester	3. Monthly (1-3 times per month)	4. Weekly (1-3 times per week)	5. Almost Daily

How IMPACTFUL were uses of technology for student agency for increasing student engagement and learning?

1. N/A – not used or first year	2. A negative impact	3. No positive impact yet	4 A small positive impact	5. A moderate positive impact	6. A large positive impact

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Teacher Impactful Technology Use

To what extent do you agree with the following statements? I have the ability to actively engage my students ...

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. In **selecting** relevant technology tools and resources for learning. *(e.g., I know the variety of technology resources available and can help students select the most relevant tool for the task at hand.)*	○	○	○	○	○
2. In using technology to increase **collaboration** with one another. *(e.g., I can create opportunities for students to use technology to work together to solve problems, complete tasks, and accomplish common goals.)*	○	○	○	○	○
3. In using technology as a tool for **communication** skills. *(e.g., I can use technology to help students share what they've learned orally, in writing, and through a variety of media. I can help students connect with experts and fellow learners outside of their school - both locally and globally.)*	○	○	○	○	○
4. In using technology as a tool for **creativity** and **innovation** skills. *(e.g., I can use technology to facilitate students'*	○	○	○	○	○

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ability to generate unique ideas and perspectives, and use those perspectives to solve problems.)

5. In using technology as a tool for **critical thinking** skills.
(e.g.. I can use technology to improve students' ability to investigate complex problems, evaluate different sources of information, and draw conclusions based on evidence and reasoning.)

○	○	○	○	○

6. In using technology to develop their **agency**.
(e.g., I can use technology to build students' ability to take ownership of their learning by setting and driving toward personal goals, identifying topics of interest, developing processes and strategies to learn, and reflecting on their learning.)

○	○	○	○	○

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