

Tool: Observation Form for Classroom Instruction with the Use of Technology

Rationale:

To provide a tool for monitoring the appropriate and effective use of technology during instruction

Suggested Uses:

- Instructional leaders can use the observation form to monitor the use of technology in classrooms as well as communicating the expectation that technology can increase student achievement when used effectively.
- Teachers can use the components of the tool during their instructional planning and to also reflect on the effectiveness of their lesson design and delivery.

Observation Form for Classroom Instruction with the Use of Technology

Teacher:	Subject: Period:
Observer:	Date:
Length of Class:	Number of Students Per Computer or Technology Tool:

Content Learning Goals	Technology Literacy Goals

Essential Questions for Observations	Observations
What technology-methods were used during the lesson? •Acquire/access information •Process information •Produce/present/communicate information?	
What other teach practices/strategies were used during instruction (e.g. cooperative learning, direct instruction using lecture or demonstration, individual seatwork, drill and practice, project-based learning, group discussion)	
What technology hardware and software was used during the lesson?	

Essential Questions for Observations	Observations
<p>What activities/tasks were students asked to do to demonstrate their learning?</p>	
<p>How did the teacher monitor student progress during the class?</p>	
<p>How did the teacher respond to students learning needs relating to the use of technology during the class?</p> <ul style="list-style-type: none"> •How was assistive/adaptive technology used for students with learning or physical disabilities? 	
<p>How did the teacher assess student learning related to the . . .</p> <ul style="list-style-type: none"> •content learning goals? <ul style="list-style-type: none"> •the technology literacy goals? 	
<p>How did the teacher encourage student self-assessment regarding the learning goals and learning strategies and process?</p>	
<p>To what extent were the students engaged in the learning process?</p>	
<p>In what way(s) did the teacher seem to have prepared for the use of technology during instruction?</p>	

Purposes for Technology Use	Integration Ideas	
<p>Accessing Information</p> <p>Input</p>	<ol style="list-style-type: none"> 1. Keypals is the Internet equivalent of pen pals. 2. Global Classrooms, which provide a way for large groups of students from different countries to discuss a topic selected by the teacher. 3. Electronic Appearances, which give students an easy way to contact authors and talk about their work. 4. Internet Databases, which provide students with access to more, and more current, information that, could ever be possible through textbooks. 5. School-based Internet Home Pages, where students make their work accessible to students, schools, and communities around the world. 6. Podcasts are teacher or commercially made audio broadcasts often supported by visual slides. 7. WebQuests, where the teacher selects web sites and engages students in creating products, responding to questions, or other purposes and tasks. 8. CD ROMS, which offers many types of content information. engage in drill and practice or simulation activities. 9. Computer-Based Learning (CBL) Software and websites, which offers students the opportunity to engage in a managed set of learning activities, access content information or engage in drill and practice or simulation activities. 10. Virtual Fieldtrips, where trips range from the simple, such as a photo tour of a famous museum, to extremely detailed and high-tech field trips that offer video and audio segments to make the visit more interactive. 	
<p>Processing Information</p> <p>Process</p>	<ol style="list-style-type: none"> 1. Word processed documents about content materials 2. Database showing a collection of information 3. Spreadsheet showing data with graphs and charts 4. Graphic organizers or other visual representations to construct, process, and understand information 5. Summaries of content information 6. Experiment write-ups 7. Simulations 8. Drill, practice, and application exercises 9. Journals 10. Expression and visualization projects 11. Integrated learning systems exercises 12. Problem solving with real data sets 	
<p>Producing/ Presenting/ Communicating Information</p> <p>Output</p>	<ol style="list-style-type: none"> 1. Multi-column document (e.g., newsletter, brochure). 2. Slide show 3. Web site and/or web page 4. Original video clip and still digital picture 5. Podcast 6. E-books 7. Charts and graphs 	<ol style="list-style-type: none"> 8. Letter (e.g., business, to editor, request) 9. Creative writing product 10. Research report 11. Questionnaire 12. Media broadcast (e.g., newscast, radio show) 13. Humorous product (e.g., jokebook, cartoon, movie) 14. Resume