



Dynamic Learning Project


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

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

Instructions: We recommend using these questions when surveying teachers at the beginning *and* at the end of the time frame that a coach works with a teacher in order to measure the growth 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: <ul style="list-style-type: none"> 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 PROFICIENT are your students in selecting relevant technology tools or resources (as appropriate for their grade level)?				
1. Not at all	2. To a small extent	3. To some extent	4. To a large extent	5. To a very large extent



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 PROFICIENT are your students in using technology to collaborate (as appropriate for their grade level)?

1.
Not at all

2.
To a small extent

3.
To some extent

4.
To a large extent

5.
To a very large extent



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 **PROFICIENT** are your students at using technology to **communicate** (as appropriate for their grade level)?

1.
Not at all

2.
To a small extent

3.
To some extent

4.
To a large extent

5.
To a very large extent



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 PROFICIENT are your students at using technology to **create and innovate** (as appropriate for their grade level)?

1.
Not at all

2.
To a small extent

3.
To some extent

4.
To a large extent

5.
To a very large extent



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 PROFICIENT are your students at using technology to **think critically** about what they are learning (as appropriate for their grade level)?

1.
Not at all

2.
To a small extent

3.
To some extent

4.
To a large extent

5.
To a very large extent



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 PROFICIENT are your students at using technology to develop their **agency** in taking on and completing tasks (as appropriate for their grade level)?

1.
Not at all

2.
To a small extent

3.
To some extent

4.
To a large extent

5.
To a very large extent

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. <i>(e.g., I know the variety of technology resources available and can help students select the most relevant tool for the task at hand.)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. In using technology to increase collaboration with one another. <i>(e.g., I can create opportunities for students to use technology to work together to solve problems, complete tasks, and accomplish common goals.)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. In using technology as a tool for communication skills. <i>(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.)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. In using technology as a tool for creativity and innovation skills. <i>(e.g., I can use technology to facilitate students' ability to generate unique ideas and</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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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