

Step Three

Adapting the Tech Matrix and using available resources

- ❖ What do you have in class right now that can help you integrate technology?
- ❖ If you have a computer, you have either a Windows or Mac Operating Systems. Both have accessibility functions. Turn it on. Even the iPad has accessibility features.
- ❖ Use Adobe Reader to accommodate your students (refer to step one video / presentation)
- ❖ These are only some things that we can use. With this in mind, let us go back to the Tech Matrix and look at it and how we can use it to integrate technology while individualizing / accommodating our students.

Active Entry

Entry	Adoption	Adaptation	Infusion	Transformation
The teacher begins to use technology tools to deliver curriculum content to students.	The teacher directs students in the conventional and procedural use of technology tools.	The teacher facilitates students in exploring and independently using technology tools.	The teacher provides the learning context and the students choose the technology tools to achieve the outcome.	The teacher encourages the innovative use of technology tools. Technology tools are used to facilitate higher order learning activities that may not have been possible without the use of technology.

Active	Detailed Descriptors for Active Entry
Students are actively engaged in using technology as a tool rather than passively receiving information from the technology.	<p>Students receive information from the teacher or from other sources. Students may be watching an instructional video on a website or using a computer program for "drill and practice" activities.</p> <p>The teacher may be the only one actively using technology. This may include using presentation software to support delivery of a lecture. The teacher may also have the students complete "drill and practice" activities on computers to practice basic skills, such as typing.</p> <p>The setting is arranged for direct instruction and individual seat work. The students may have very limited and regulated access to the technology resources.</p>

Mostly **Teacher-Directed** and may include keyboarding drills.

Active **Entry** suggested activities

- exposure to computers (input tools) like keyboards, mouse, fingers for touch screens, assistive devices
 - integrate spelling / letter identification with keyboard activities
 - use a blank keyboard (printed on paper) for letter identification activities (start with the home keys)
 - exposure to computers (output tools) like monitors, speakers, assistive devices
 - use free typing programs, some of which are game-based
 - integrate use of computers / tablets in classroom discussions or small group interactions
 - **increasing attention span** using a worksheet wherein student color or mark a something every time he finishes something (individualization applies here and you best know your students)
-

Active Adoption

Entry

The teacher begins to use technology tools to deliver curriculum content to students.

>

Adoption

The teacher directs students in the conventional and procedural use of technology tools.

>

Adaptation

The teacher facilitates students in exploring and independently using technology tools.

>

Infusion

The teacher provides the learning context and the students choose the technology tools to achieve the outcome.

>

Transformation


The teacher encourages the innovative use of technology tools. Technology tools are used to facilitate higher order learning activities that may not have been possible without the use of technology.

>

Active

Students are actively engaged in using technology as a tool rather than passively receiving information from the technology.

>



Conventional, procedural use of tools
[...more](#)

Detailed Descriptors for Active Adoption

Close

Students are using technology in conventional ways and the locus of control is on the teacher.

The teacher controls the type of technology and how it is used. The teacher may be pacing the students through a project, making sure that they each complete each step in the same sequence with the same tool. Although the students are more active than students at the Entry level in their use of technology, the teacher still strongly regulates activities.

The setting is arranged for direct instruction and individual seat work. The students may have very limited and regulated access to the technology resources.

More active **student** but the **teacher** regulates the computer based activities.

Active **Adoption** suggested activities

- Put short-cut icons of software or websites you want your student to use then instruct him/her to choose one. Put a timer (online or a kitchen timer) and tell them to do it for a certain amount of time.
- Have a set of computer or online activities that you want the student to do it use a paper checklist that the student will follow
- Let the student go to the dictionary and find the meaning of the word. For example, you can let your student use a math picture dictionary while having a lesson on functions to build vocabulary.

Basically, it is about finding ways give choices to the student and to include computer-based activities in the lesson.

Active Adaptation

Active

Students are actively engaged in using technology as a tool rather than passively receiving information from the technology.

>

Entry

The teacher begins to use technology tools to deliver curriculum content to students.

>

Adoption

The teacher directs students in the conventional and procedural use of technology tools.

>

Adaptation

The teacher facilitates students in exploring and independently using technology tools.

>

Infusion


The teacher provides the learning context and the students choose the technology tools to achieve the outcome.

>

Transformation

The teacher encourages the innovative use of technology tools. Technology tools are used to facilitate higher order learning activities that may not have been possible without the use of technology.

>



Conventional independent use of tools; some student choice and exploration
[...more](#)

Detailed Descriptors for Active Adaptation

Close

Students work independently with technology tools in conventional ways. Students are developing a conceptual understanding of technology tools and begin to engage with these tools.

The teacher chooses which technology tools to use and when to use them. Because the students are developing a conceptual and procedural knowledge of the technology tools, the teacher does not need to guide students step by step through activities. Instead, the teacher acts as a facilitator toward learning, allowing for greater student engagement with technology tools.

Technology tools are available on a regular basis.

Student uses technology more independently but teacher chooses tools.

Active Infusion

Entry	Adoption	Adaptation	Infusion	Transformation
The teacher begins to use technology tools to deliver curriculum content to students.	The teacher directs students in the conventional and procedural use of technology tools.	The teacher facilitates students in exploring and independently using technology tools.	The teacher provides the learning context and the students choose the technology tools to achieve the outcome.	The teacher encourages the innovative use of technology tools. Technology tools are used to facilitate higher order learning activities that may not have been possible without the use of technology.

Detailed Descriptors for Active Infusion

Students understand how to use many types of technology tools, are able to select tools for specific purposes, and use them regularly.

The teacher guides, informs, and contextualizes student choices of technology tools and is flexible and open to student ideas. Lessons are structured so that student use of technology is self-directed.

Multiple technology tools are available in quantities sufficient to meet the needs of all students.

Choice of tools and regular, self-directed use
[...more](#)

See video screencast on active infusion and transformation.

Student select technology and teacher guides.

Active Transformation

	Entry	Adoption	Adaptation	Infusion	Transformation
	The teacher begins to use technology tools to deliver curriculum content to students.	The teacher directs students in the conventional and procedural use of technology tools.	The teacher facilitates students in exploring and independently using technology tools.	The teacher provides the learning context and the students choose the technology tools to achieve the outcome.	The teacher encourages the innovative use of technology tools. Technology tools are used to facilitate higher order learning activities that may not have been possible without the use of technology.

Active


Students are actively engaged in using technology as a tool rather than passively receiving information from the technology.

Detailed Descriptors for Active Transformation

Students have options on how and why to use different technology tools, and often extend the use of tools in unconventional ways. Students are focused on what they are able to do with the technology. The technology tools become an invisible part of the learning.

The teacher serves as a guide, mentor, and model in the use of technology. The teacher encourages and supports the active engagement of students with technology resources. The teacher facilitates lessons in which students are engaged in higher order learning activities that may not have been possible without the use of technology tools. The teacher helps students locate appropriate resources to support student choices.

The arrangement of the setting is flexible and varied, allowing different kinds of self-directed learning activities supported by various technologies, including robust access to online resources for all students simultaneously.



Extensive and unconventional use of tools

[...more](#)

Student uses technology tools as part of learning - this is what we hope our students will achieve.

Putting them Together

Halloween is a very popular holiday
but.....
because.....
so.....



Cambium Learning Group | Sopris Learning

Remember to extend all activities by using available computer or web resources!

- ❖ Step One - Individualization and Accommodations
- ❖ Step Two - Be familiar with the Tech Matrix
- ❖ Step Three - Adapt the Tech Matrix according to the needs of your classroom / students and the available resources
- ❖ Example - Hochman Writing - let the student follow the prompts then let him / her type it using MS Word or Google Doc.