



#EdTech Integration Assessment ©

Supplemental assessment to the Foundational Five © and The Professional Learning Reflection Tool (PLRT) ©

Please reflect on each element using the [electronic link provided by PLC](#) or this paper copy. All data is collected anonymously in an electronic tool if PLC is collecting the data. This copy is for personal use; please keep your answers. It is helpful to put the date of your rating in the appropriate column which creates “running records.” Visit [PLC Associates, Inc.](#) to review our offerings and how we can support your district.

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Key: Mastery/Proficient/Emerging/Awareness

The Foundational Five Competency: Integration of Technology to Support High-Quality Remote Learning	M	P	E	A
1. Transform the traditional learning environment to both hybrid and distance learning environments that effectively support student-centered, high-quality instructional practice.				
2. Understand how to use a variety of technology (i.e. learning management systems, tools, learning content, feedback and assessment, devices) specific to grade level in synchronous and asynchronous formats to support hybrid and distance learning.				
3. Model and provide examples on how to use technology tools with fidelity and innovation to support the whole academic picture and improve our instruction and impact on learning.				
4. Demonstrate the concept of “ tasks and assessments before technology tools ” to ensure alignment of target, task, and assessment to promote intentional learning and purposeful use of technology.				

5. Describe and use assessment strategies and tools for application in both synchronous and asynchronous learning settings that support student learning and ownership.				
6. Apply synchronous and asynchronous learning formats to lesson design and instructional practice to promote student ownership of learning while engaging and challenging students.				
7. Apply the 10-2 model (Sousa research) and gradual release of responsibility model when designing both synchronous and asynchronous learning.				
8. Understand how to apply the SAMR Model (Dr. Ruben Puentedura research - Substitution, Augmentation, Modification, Redefinition) and employ technology tools that transform and enhance instruction and learning.				
9. Encourage participation, discourse, and engagement (i.e. higher-order questions, cognitive engagement matrix) using educational technology tools that infuse total participation techniques (Himmele research) and the theory that learning is socially constructed.				
10. Model and use technology tools that foster appropriate communication and collaboration with other students during the learning process (i.e. breakout rooms, chat, forums, online/live docs).				
11. Effectively utilize technology tools that offer “student choice” for different levels of learners, with their interests considered and choice of when and how they learn.				
12. Use strategies and appropriate technology tools to deepen student understanding and have opportunities for authentic learning that promotes “grapple” where appropriate and sharing of what they have learned.				
13. Use flipped classroom or a lesson design model to provide opportunities for students to work independently to gather information and then make meaning and enhance their learning in a synchronous group being implemented by the teacher.				
14. Select technology tools designed to deliver content that pre-assesses student knowledge and use that knowledge to construct learning activities at the student’s zone of proximal development - the “sweet spot” .				
15. Use the results of adaptive tests to provide accurate assessment data on students from a wider range of abilities to provide customized learning paths that meet the students, more precisely, at their instructional level.				

16. Use technology-based assessment tools that provide teachers with real-time data on student performance and progress and give meaningful feedback to students as they learn.				
17. Intentionally use appropriate technology tools to consistently gather assessment criteria (from rubrics or other means like formative assessments and student reflections) so that students understand the measure of proficient/mastery as related to the learning target.				
18. Intentionally use appropriate technology tools (“ongoing re-check” after direct instruction) to collect and verify that students understood the feedback and improved or got “on track” as a result of feedback.				
19. Select appropriate technology tools to support debrief strategies during both synchronous and asynchronous learning and provide opportunity for reflection to gather evidence of student learning.				
20. Differentiate use of ed tech instruction for students based upon their learning style and current capacities which include scaffolding and higher level activities and extensions.				

Essential Learning Questions:

1. Where am I/my team strongest?
2. What, when proficient, will make the greatest difference in online instruction? (Select 5-7 items)
3. After completing this assessment, what are my three main “take aways?”