

A Framework for Teaching and Technology

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Here is an idea that I've been playing with:

Our district uses Charlotte Danielson's *Framework for Teaching, 2nd Edition* as a guide for teacher evaluations. Like many mainstream educators, Danielson does not give technology a great deal of attention in her book. The page and a half that addresses "electronic technology" emphasizes that technology is a tool not an end, reminds readers of the digital divide, and suggests older teachers are fearful of technology. While one of her "seven common themes" is appropriate use of technology, descriptions of what constitutes appropriate use do not appear in the teacher assessment rubrics.

Danielson rightly asserts that technology is not *what* teachers do but *how* they do it. But a case can be made for an inclusion of skillful technology use as a part of teacher assessment, when using *Frameworks*.

- First, effective technology use is still relatively new and not as well understood as traditional teaching practices by both teachers and those who evaluate them. There is no long history of effective practices that are a part of the culture of education. A simple guide would be a kindness to both to those assessing teacher performances as well as to those being assessed.
- Communities through their very investments in educational technology demand that all teachers use and all students receive the benefits from those investments. As educators and public servants we are not honoring the financial commitment made by our taxpayers if we do not require the use of the resources they provide.
- Finally, this is one way to ensure that the skills and benefits students receive are not wholly dependent on the individual commitment to technology use by teachers. We aren't talking about "teacher-proofing" the curriculum here anymore than by asking that every teacher teaches to a district curriculum, uses the selected textbook, or participates in expected home/school communications.

Below I have embedded some specific ways teachers can use "electronic technology" to do their jobs more effectively as organized by the Danielson framework. By using the model of a recognized authority in good teaching practices that the district has already adopted, good technology practices can be described and blended into teacher evaluations.

Teacher Technology Use Integrated into Danielson's Frameworks for Teaching Domains

Domain 1: Planning and Preparation

Technology-related competencies in this domain:

1. Teacher uses online resources, including professional social networking sites, to stay current on the latest research and best practices in his/her field.
2. Teacher is aware of the characteristics of "net generation" learners and their relationship with technology and its uses. Teacher uses this information in using technology in the classroom to design engaging activities.
3. The teacher determines the technology skill level of students, knows the expected competencies for productivity and research, and finds means of remediation of individual students when needed.
4. Teacher uses adaptive and adoptive technologies with special needs students.
5. Teacher establishes appropriate goals for technology applications for students.
6. Teacher knows, accesses and uses digital resources provided by the state and district, including productivity tools, online teaching/reference materials, and textbook supplemental materials. Teacher uses other digital materials available online outside the district that support student learning.
7. Teacher designs learning activities that use the technology resources available.
8. Teacher uses online resources to provide instructional materials at differing levels and subjects to meet individual student abilities, needs and interests.
9. Assessment criteria of student work include qualitative indicators of effective technology production.

Domain 2: The Classroom Environment

Technology-related competencies in this domain:

1. _Teacher interactions online follow the same guidelines as face-to-face interactions.
2. Teacher demonstrates an enthusiasm for educational technology and its uses.
3. Teacher uses technology to provide a wider audience for student work, which in turn leads to higher levels of concern by students about their work's quality. Appropriate safety and privacy efforts are made.
4. Teacher helps student use technology in the revision process of their creative efforts.
5. Teacher uses technology to facilitate peer editing of student work.
6. Teacher has rules and expectations for productive technology use in the classroom, including rules regarding the use of personally owned technology devices.
7. Teacher use the student information system efficiently, resulting in minimum use of class time in management tasks.
8. Teacher monitors student technology use and responds to misbehavior if it occurs.
9. Technology in the classroom is arranged for ease of monitoring and flexible use.

Domain 3: Instruction

Technology-related competencies in this domain:

1. _Teacher gives students alternate means of discussion and asking question using online communication tools to bring out the ideas of all students.
2. Teacher allows students to initiate discussions in online forums such as classroom blogs, discussion lists and social networking tools.
3. Teacher expects and reinforces appropriate student interaction when using online tools.
4. Teacher uses technology to create and project visual images that help explain content and concepts.
5. Teacher uses technologies such as interactive white boards, student response systems and computer games to engage students.
6. Teacher encourages students to use online resources to answer questions and explore concepts during class and teaches search and information evaluation strategies.
7. Teacher uses technology in ways that make students productive and meet the instructional goals of the lesson.
8. Teacher uses adaptive and adoptive technologies with students with special needs and to differentiate instruction for all students.

Domain 4: Professional Responsibilities

Technology-related competencies in this domain:

1. _Teacher uses online grading and reporting system to maintain information on student completion rates and shares this information through student and parent portals in real time.
2. Teacher uses online grading system portal to inform students and parents of upcoming assignments, projects and assessments.
3. Teacher uses the district website to provide a wide range of current information to students and parents.
4. Teacher uses online communication tools such as e-mail, blogging and social networking to keep students and parents informed on a regular basis. Teacher engagement with students and parents online is frequent and successful.
5. Teacher uses collaborative online tools to communicate and work with colleagues.
6. Teacher volunteers to share effective uses of technology at staff meetings and inservices; through professional writings and presentations; and through demonstrations to parent-teacher and community organizations.
7. Teacher participates in both organized and personal learning opportunities online.
8. Teacher honors and learns from students who have technology competencies and knowledge.
9. Teacher keeps an open but critical mind about technology uses.

My suggestion would be to begin with one or two simple expectations tied to the teacher evaluation tool - Smartboard use, maintenance of IC gradebook for timely information in Parent/Student portals, for example.