### Technology Literacy Uses

**Technology Focus - Acquiring/Practicing**  
Technology Skills  
“Just-in-case” technology skills are acquired for possible future needs  
- **Literacy** classes  
- **Learning** hardware and software  
- **Students** projects are technology focused rather than expecting standards to intentionally drive the use of technology for learning  
- **Curriculum** provides “topics” for technology uses  

**Instructional Focus**  
Technology-centered pedagogy  
- Teacher talk is “technology talk” rather than “learning talk.”  

Technology uses are organized for their own sake  
- Acquiring and assessing technical skills  
- Offered as separate and/or optional experiences/programs  
- Allowed when “real work” is completed or considered alternative/“reward” activities  
- Research done to learn tools and processes  
- Teachers view technology as something to learn or do  

**Staff Development Focus**  
Designated “experts” tend to be self-initiating in learning on their own. Other interested staff mostly learn on their own time and own dime.

### Adapting Uses

**Technology Focus - Optional/Adaptive Learning Tasks**  
Integrating is translated into “use it for something, anything…just use it”  
- **Drill and practice** with content software  
- **Instructional games**  
- **Productivity tools** used to adapt assignments/tasks given in the past without technology  
- **Curriculum** provides “topics” for technology uses

**Instructional Focus**  
Teacher-centered, Direct Instruction pedagogy  
- Teacher talk is “same stories with new tools” – there is confusion that new tools make new instructional stories.

Technology uses are adapted/provided but still optional for traditional curriculum goals.  
- Teacher and student roles remain the same  
- Learning/assessment practices are unchanged  
- Student experiences depend upon teacher directed assignments  
- Research is “go look up” and “tell me back”  
- Teachers view technology as interesting but optional and not necessary to achieve present curriculum goals  

**Staff Development Focus**  
Participation and support while encouraged is still optional as well as unfocused. Staff development funding is inadequate – less than 30% of total technology budget supports staff development.

### Transforming Uses

**Technology Focus - Essential Learning Tasks**  
Integrating is “just-in-time” technology skills as needed for learning content standards/projects  
- **Complex learning and thinking tools**  
- **Community learning tools**  
- **Assessment tools**  
- **Productivity tools** used to construct meaning, and produce information useful to others

**Instructional Focus**  
Student-centered, constructivist pedagogy  
- Teacher talk is “new stories with new tools.”  

Technology uses enable new learning tasks not possible without technology  
- Student roles expand to include explorers, producers of knowledge, communicators and self-directed learners  
- Teacher roles expand to include facilitators, designers, learners, and researchers  
- Learning and assessment practices are changed  
- Students initiate technology uses as they create their own learning experiences  
- Research is sustained inquiry for original thinking and conclusions useful to others  
- Teachers view technology as essential for development of higher-order thinking skills (HOTS)

**Staff Development Focus**  
Essential skills and practices are articulated, expected, supported and measured for *all* teachers. Adequate funding of at least 30% of technology budget is in place.