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Technology Integration Progress Gauge (2000)
Profiler Version

Instructions: Shade the circle in the column corresponding to the level of involvement or use by the group described.

Level Key: 1=Few: This is true for less than 25% of the group named; 2=Some: This is true for at least 25% and up to 50%; 3=Many: This is true for at least 50% and up to 75%; 4= Most: This is true for 75% or more.

Definitions: For questions using the phrase "school/district," respond according to your perspective. Interpret "students," "staff," and "community members" to refer to your school, or the entire district if you are responding from the district level.

I. Level of Student Engagement	1	2	3	4
1. Students are involved in learning activities using technology.	❍	❍	❍	❍
2. Students are using technology to learn/for learning.	❍	❍	❍	❍
3. Students are involved in learning activities requiring peer collaboration.	❍	❍	❍	❍
4. Students are involved in learning activities requiring higher order thinking skills.	❍	❍	❍	❍
5. Students are using technology for learning as a tool for communication, production, and research.	❍	❍	❍	❍
6. Students are involved in authentic, self-directed learning activities.	❍	❍	❍	❍
7. Students surpass the school's expectations for technology skills for their grade and stage of implementation of the technology plan.	❍	❍	❍	❍
8. Students practice responsible use of technology.	❍	❍	❍	❍
II. Environment for Teacher Engagement				
1. Teachers integrate technology into at least some of their teaching.	❍	❍	❍	❍
2. Teachers develop and implement technology-based learning experiences that promote higher-level learning for the students.	❍	❍	❍	❍
3. Teachers develop and implement technology-enhanced learning experiences that promote collaborative learning.	❍	❍	❍	❍
4. Teachers use authentic assessment to assess students' learning experiences.	❍	❍	❍	❍
5. Teachers use technology to address the diverse learning needs of the students.	❍	❍	❍	❍
6. Teachers are engaged in creating curriculum-based, interdisciplinary, and technology enhanced learning experiences for their students.	❍	❍	❍	❍
7. Teachers ensure that policies and procedures for responsible use of technology is followed.	❍	❍	❍	❍
8. Teachers are experimenting with new instructional strategies as a result of use of technology.	❍	❍	❍	❍
9. Teachers are actively involved in on-going professional development on technology integration/infusion.	❍	❍	❍	❍
III. Availability and Accessibility of Appropriate Resources				
1. Staff would agree that a wide variety of technology resources (computers, scanners, digital cameras, software, etc.) exist in the school.	❍	❍	❍	❍
2. Staff would agree that technology resources in the school are available for just-in-time teaching experiences, whether through a checkout standalone mode or by a networking environment.	❍	❍	❍	❍

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3.	Staff would agree that technology resources are kept in operational order.	❍	❍	❍	❍
4.	Staff would agree that technology resources are allocated for maximum use.	❍	❍	❍	❍
5.	Staff would agree that technology resources are accessible beyond school hours.	❍	❍	❍	❍
IV.	**Organizational Support**				
1.	Staff would agree that a plan for technology integration exists.	❍	❍	❍	❍
2.	School/district leaders support the technology integration plan.	❍	❍	❍	❍
3.	School/district leaders have designated personnel to support technology integration.	❍	❍	❍	❍
4.	School/district leaders approve purchase and use of resources needed for supporting technology integration.	❍	❍	❍	❍
5.	Staff would agree that an evaluation plan is used to improve services to support technology-enhanced teaching and learning.	❍	❍	❍	❍
6.	District leaders advocate that school leaders be users of technology.	❍	❍	❍	❍
7.	School/district leaders participate in activities to improve their skills as technology leaders.	❍	❍	❍	❍
8.	School leaders routinely use technology resources in their day-to-day school activities for operating the school.	❍	❍	❍	❍
9.	School leaders initiate ideas for technology use, review ongoing applications, and encourage staff to gain new skills in using technology resources.	❍	❍	❍	❍
10.	School/district leaders are following policies on equitable availability and use of technology.	❍	❍	❍	❍
11.	School/district leaders support continuous professional development opportunities for improving teaching and learning with technology.	❍	❍	❍	❍
12.	Staff would agree that professional development activities involving technology are planned by starting with the curriculum, not the technology.	❍	❍	❍	❍
13.	Staff would agree that ongoing professional development opportunities build capacity within the staff for using technology.	❍	❍	❍	❍
14.	School leaders include the use of technology effectively as an integral part of the staff evaluation process.	❍	❍	❍	❍
V.	**Community Involvement**				
1.	Community members are aware of the school's efforts to integrate technology into teaching and learning.	❍	❍	❍	❍
2.	Community members support the school's efforts to integrate technology into teaching and learning by taking part in school activities.	❍	❍	❍	❍
3.	Community members use the school's technology (e.g., after-hours adult literacy training, computer training, e-mailing teachers) according to approved policies and guidelines	❍	❍	❍	❍
4.	Community members and the school work together to promote the community's use of the school's technology.	❍	❍	❍	❍

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