

Tech-enabled Learning Progression

← Use this learning progression to self-assess your current knowledge and skills.

Competency Statement: Teachers will purposefully intergrate technology into instruction and assessment to maximise student learning.

These performance indicators define the core knowledge, skills, and dispositions required to build competency.

Performance Indicators

These performance levels describe a progression of increasing capacity along a continuum.

Performance Levels

INVESTING

DEVELOPING

LEADING

INNOVATING

Teachers will demonstrate an understanding that technology is a tool for instruction assessment.

Teachers will understand the impact of their own dispositions (Flexibility, Problem-Solving, Adaptability, Perseverance, etc.) and develop areas of growth through active reflection.

Teachers will promote and develop the central dispositions (Flexibility, Problem-Solving, Adaptability, Perseverance, etc.) that foster technological literacy in their learners.

Teachers will create a technology-enabled learning culture & environment.

- I can explain how technology can support learning and assessment opportunities.
- I can provide examples of how technology can be integrated into learning and assessment along a continuum of integration (substitution, augmentation, modification, redefinition).

- I can articulate the dispositions of a tech-enabled teacher.
- I can accurately self-assess against the dispositions of a tech-enabled teacher and identify areas of growth.

- My learners can articulate the central dispositions that foster technological literacy.
- My learners can accurately self-assess against the central dispositions that foster technological literacy and identify areas of growth.

- I can identify how the design of physical space can support a tech-enabled environment.
- I can identify how technology can be embedded to increase efficiency of a variety of classroom routines/practices.
- I can offer opportunities to integrate technology in learning and assessment opportunities.

- I can provide examples of a variety of content-specific technology tools.
- I can analyze and evaluate a variety of content-specific technology tools.
- I can meaningfully pair content-specific technology tools with learning and assessment opportunities.

- I can explain why it is important for me to develop tech-enabled teacher dispositions.
- I can provide evidence and reflections that reveal a clear commitment to my growth mindset in strengthening my own tech-enabled dispositions.

- My learners can explain why it is important for them to develop central dispositions that foster technological literacy.
- My learners routinely engage in strategies that support continued growth of central dispositions that foster technological literacy.

- I can demonstrate how my own technological literacy impacts the learning culture and environment that I create.
- I can provide access to resources within the learning environment in a way that empowers learners to make decisions about how and when to access technology in support of their learning.

- I can purposefully embed technology into learning and assessment opportunities to achieve intended goals (blended learning, flipped classroom, personalized learning, differentiation, etc.).

- I have developed a commitment to continuous self-reflection and improvement.
- I can identify the impact of my growth in tech-enabled dispositions.

- My learners routinely reflect on and adjust their use of strategies that support continued growth of central dispositions that foster technological literacy.
- My learners can identify the impact of their growth in central dispositions that foster technological literacy.

- I can flexibly and masterfully engage with a variety of platforms, modeling my technological literacy.
- My learners can make purposeful decisions about their integration of technology in learning and assessment opportunities.

- I can share my understanding of and experience with technology-enabled learning by showcasing positive examples from my work that provide evidence for improved student outcomes; I can use those examples to support other educators, the community, and the field at large.