Classroom Observations – Technology Integration

These are some questions to consider when observing a classroom teacher's use of technology.

General Questions These questions should be asked in all classrooms, without respect to grade level.

- Is it readily apparent which SOL the teacher is addressing in the lesson? (Both content area and technology)

- Is the technology part of the lesson integrated with a content area or a separate lesson on technology?

- Is the teacher using technology to teach the lesson? (Ex. In a social studies lesson, is the teacher searching for web pages that have key information as a demonstration?)

- Are all students given equal access to the technology? (Think about passive learners versus more assertive students. Also consider gender.)

- Do the students use technology to complete any portion of their lessons?

- Is the technology use developmentally appropriate for the level of the students? (Ex. Kindergarteners may be focused on learning basic computer skills through programs that allow them to make simple cards such as Kid Pix, while fourth graders may be asked to graph a data set in science using a graphics program.)

- Is it apparent that the teacher recognizes that technology can assist learners with differing learning styles?

Comments:

L. Howard, Ph.D.
VITAL – Virginia Initiative for Technology and Administrative Leadership

Content Area Specific Questions These questions should be asked to determine how technology is being used to support specific content areas like English composition, science, math, and others.

- Does the teacher collaborate with the school librarian or media person on electronic sources? (How is the library integrated into lessons?)

- Is word processing software used in writing assignments?

- Are spreadsheets, graphing software, and databases integrated into math or science classes?

- Are students engaged in project-based learning that uses technology for data collection, data analysis, and presentations?

- Does the teacher use software for drill and practice of basic skills? If so, how often and is this integrated with other lesson activities or in isolation?

- Does the teacher encourage students to be creative in their uses of technology? (Can students use technology in more than one way?)

- Does the teacher use graphic programs to illustrate writing assignments or encouraging art projects that use software?

- Are students engaged in cooperative learning with the computer or using computers in isolation? And depending upon the use, does it seem appropriate to the lesson?

Comments:

L. Howard, Ph.D.
VITAL – Virginia Initiative for Technology and Administrative Leadership

Technology Specific Questions These questions should be asked to determine the level of technology proficiency in the classroom.

- What types of technology are being used? (computer, scanners, printers, digital cameras)

- Can the teacher continue a meaningful lesson if a computer "glitch" happens?

- What is your overall impression of the technology use in this classroom?

- Does the technology seem to have precedence or does it support the instructional goals of the teacher?

- How is the Internet or WWW being used? (To gather information, share information with others, publish data on web pages)

- What is your overall impression with the teacher's knowledge and comfort level with technology?

- Do you see innovative or new ways to use technology to teach a lesson?

Comments: