

Post-TAGLIT Discussion Guide - Teacher Focus

This action planning tool is designed to begin a discussion regarding ways that TAGLIT data might be used in technology-related professional development efforts. Please note that this table does *not* address all sections of TAGLIT, only those that deal specifically with teachers. Your full TAGLIT report should be considered when addressing your overall technology planning efforts.

To use this guide:

1. Locate the teacher's sections of TAGLIT (both the data summary and the open-ended responses).
2. In column A, make a note of the composite score for the items listed, using the scores from your TAGLIT report.
3. As a group at your table, decide how important this skill is in your school's overall professional development efforts (consider SOLs, test score data, existing professional development efforts, etc.).
4. Use column B to informally assign a score that represents your thoughts on the *importance* of this skill, independent of the TAGLIT score for that area. Use the scale noted at the bottom of the page.
5. Reflect on the discrepancy between your TAGLIT composite score (column A) in an area, and your informal discussion/score (column B) of that skill area's importance. (For example, if your TAGLIT score is low, yet you consider this skill area a high priority, efforts should be directed here)
6. Based on the differences noted above, place an asterisk* in column C for up to 5 areas you feel need immediate attention.
7. Use column D to discuss how you might create (or enhance) professional development efforts in this area. Consider the following: does the capacity (people, hardware, software) exist *within* the school to support this skill? How might teachers teach this skill in an *integrated* way (considering SOLs)? How can you (or is there a need to?) readjust *existing* professional development offerings to better address priority skills? Are there specific comments in the open-ended section of the TAGLIT report to consider?

Be sure to take a few minutes to review section 2.C.3 in your final TAGLIT report. This table lists individual skills that teachers report *wanting* to learn. They responded by noting a need for either *personal* skill development, assistance in integrating that skill area into lessons/content with students, or both. It is critical to consider these requests, as their buy-in to your professional development effort will determine its success.

Skill Area	Skill	A. TAGLIT composite score	B. Discussion Score	C. Immediate Concerns	D. Did teachers request this? Hardware/software to support this? Internal staff to provide/mentor?
Teachers - Tech Skills, Basic					
	How far along are you in learning to use a word processor to create documents?				
	use a spreadsheet to enter and calculate numbers?				
	use a spreadsheet to create graphs?				
	use a database to enter information?				
	use a database to search for and sort information and create reports?				
Teachers - Tech Skills, Multimedia					
	How far along are you in learning to... use drawing or painting software to create pictures?				
	use a video camera to make a video?				
	use a digital camera and/or scanner to get pictures into the computer?				
	use presentation software to create a presentation?				
	use multimedia software to create a product?				
Teachers - Tech Skills, Communication					
	How far along are you in learning to... use email to send and receive messages?				
	use a web-authoring tool to create a web page?				

4 = high score/strong/important/transforming • 3 = medium high/somewhat strong/somewhat important/progressing • 2 = medium low/low strength/low importance/emerging • 1 = little strength/little importance/embarking

Skill Area	Skill	A. TAGLIT composite score	B. Discussion Score	C. Immediate Concerns	D. Did teachers request this? Hardware/software to support this? Internal staff to provide/mentor?
Teachers - Tech Skills, Research/Problem Solving					
	How far along are you in learning to... use CD-ROMs to gather information?				
	use a search engine to find information on the World Wide Web?				
	use probes to collect and study information?				
Teacher Integration Skills, Basic					
	How far along are you in integrating word processing?				
	integrating spreadsheets?				
	integrating databases?				
Teacher Integration Skills, Multimedia					
	How far along are you in integrating drawing or painting software?				
	video production?				
	digital cameras and/or scanners?				
	presentation software?				
	multimedia software?				
Teacher Integration Skills, Communication					
	How far along are you in integrating the use of email?				
	the world wide web/internet?				

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Skill Area	Skill	A. TAGLIT composite score	B. Discussion Score	C. Immediate Concerns	D. Did teachers request this? Hardware/software to support this? Internal staff to provide/mentor?
Teacher Integration Skills, Problem Solving/Research					
	How far along are you in enhancing teaching and learning using... electronic or online references to gather information?				
	the world wide web/internet for research?				
	scientific probes (if applicable)?				
Teacher Integration Skills, Problem Solving/Research					
	How far along are you in enhancing teaching and learning using... subject-specific software (not word processing, database, spreadsheet, multimedia software, etc)?				
*See TAGLIT chart 2.C.3	It is important to consider what teachers reported wanting : skill development, how to use with students, or both at the same time? To see specific topics and desired approaches to staff development, look down the 1, 2 and 3 columns in section 2.C.3 of your TAGLIT data summary				

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