TED 6020- Technology Integration in the Content Area Assignment:
Review of Lesson Plan for Technology Integration

Evaluate two lesson plans in your discipline. You will provide background information, provide copies of each lesson plan, and evaluate each lesson plan by using the rubrics provided. Additionally reflect by focusing on how technology is integrated to engage learners and build deeper learning in their content specific area.

- For the first lesson plan you will be given resource sites to review to become familiar with a lesson plan format/design and how technology can be used to enhance lessons using the *Technology Lesson Plan Evaluation Checklist* provided.
- For the second lesson plan you will locate a content specific lesson plan in your discipline that incorporates the use of content-specific technology. The lesson plan could be on a topic and grade level of your choice. You will use *Technology Integration Assessment Rubric* to evaluate the lesson plan.

Technology Lesson Plan Evaluation Checklist

Student Name_____ Date_____

Lesson Name _____

Subject / Topic Area_____ **Grade Level(s)** _____

Technologies Used _____

Brief Description of Activities:

_____

_____

_____

_____

Use the following checklist based on the Technology Integration Planning (TIP) Model to evaluate the quality of the technology integrated lesson. For each item, circle one of these:

- **Y** = Yes
- **N** = No
- **U** = Unclear from the description provided

		Phase 1: Rationale for Using Technology
Yes	**No**	
		1. The lesson topic or skill area is one that teachers often report difficulties teaching.
		2. The technology-based lesson offers clear relative advantage over other ways of teaching the topic or skill. The relative advantage is:
		3. The relative advantage seems sufficient to justify the extra expense and effort required to use the technology.
Yes	**No**	**Phase 2: Lesson Objectives and Assessments**
		4. Objectives are clear statements of products and/or performances that students are required to do to demonstrate learning.
		5. Student objectives reflect measures that are usually required for the topic/area or that makes sense as alternatives to those usually required.
		6. An assessment plan and instruments are given; assessment instruments are well designed.
		7. There is a clear match between student objectives and assessments.
Yes	**No**	**Phase 3: Technology Integration Strategies**
		8. An individual approach or a grouping strategy for using the technology resources is specified and described.
		9. The technology-based activities are essential to helping students accomplish the lesson objectives.

		10. The lesson describes how teachers should prepare students to use technology resources before their work is graded.
		11. The lesson timeframe seems logical to accomplish all the specified activities.
		12. Strategies are described for making sure all students (e.g., disabled, females, minorities)
Yes	**No**	**Phase 4: Preparation Logistics**
		13. Required numbers and types of equipment and software/media copies are described.
		14. The lesson makes it clear how long teachers and students will need access to technology resources.
		15. Technology resources required to do the lesson are commonly available and not expensive.
		16. The lesson makes it clear how to protect students' privacy and safety while using technologies.
		17. Teachers are likely to have skills required to implement the lesson.
		18. The lesson describes a backup plan if technology resources are not available as planned.

Technology Integration Assessment Rubric[123]

Criteria	4	3	2	1
Curriculum Goals & Technologies Curriculum-based technology use)	Technologies selected for use in the instructional plan are strongly aligned with one or more goals.	Technologies selected for use in the instructional plan are aligned with one or more curriculum goals.	Technologies selected for use in the instructional an are partially aligned with one or more curriculum goals.	Technologies selected for use in the instructional plan are not aligned with any curriculum goals.
Instructional Strategies & Technologies (Using technology in teaching/ learning)	Technology use optimally supports instructional strategies.	Technology use supports instructional strategies.	Technology use minimally supports instructional strategies.	Technology use does not support instructional strategies.
Technology Selection(s) Compatibility with curriculum goals & instructional strategies)	Technology selection(s) are exemplary, given urriculum goal(s) and instructional strategies.	Technology selection(s) are appropriate, but not exemplary, given curriculum goal(s) and instructional strategies.	Technology selection(s) are marginally appropriate, given curriculum goal(s) and instructional strategies.	Technology selection(s) are inappropriate, given curriculum goal(s) and instructional strategies.
"Fit" ontent, pedagogy and technology together)	Content, instructional strategies and technology fit together strongly within instructional plan.	Content, instructional strategies and technology fit together within the instructional plan.	Content, instructional ategies and technology fit together somewhat within the instructional plan.	Content, instructional strategies and technology do not fit together within the plan.

[1] Harris, J., Grandgenett, N., & Hofer, M. (2010). Testing a TPACK-based technology integration assessment instrument. In C. D. Maddux, D. Gibson, & B. Dodge (Eds.). *Research highlights in technology and teacher education 2010* (pp. 323-331). Chesapeake, VA: Society for Information Technology and Teacher Education (SITE).

[2] Adapted from: Britten, J. S., & Cassady, J. C. (2005). The Technology Integration Assessment Instrument: Understanding planned use of technology by classroom teachers. *Computers in the Schools, 22*(3), 49-61.