



Innovation Configuration Map
Road Map to the 21st Century Classroom

Component 1: Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

High fidelity 1	2	3	Non-use 4
<ul style="list-style-type: none"> Engages students frequently in exploring real-world issues and solving authentic problems using all available digital tools and resources. Promotes student reflection using collaborative tools on an ongoing basis to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes. (e.g., use <i>think-aloud's</i>). Models collaborative knowledge construction on a frequent basis by engaging in learning with others in face-to-face and virtual environments (e.g., role play). Establishes an environment where students are the primary users of technology. Uses all available technology (not just district-provided) on a frequent basis to engage students and foster creativity for the purpose of increased student learning. 	<ul style="list-style-type: none"> Engages students in exploring real-world issues and solving authentic problems using digital tools and resources. Promotes student reflection using collaborative tools on a periodic basis to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes. Models collaborative knowledge construction on a periodic basis by engaging in learning with others in face-to-face and virtual environments (e.g., role play). Establishes an environment where students are the primary users of technology during intermittent units of study. Uses available technology on a periodic basis to engage students and foster creativity for the purpose of increased student learning. 	<ul style="list-style-type: none"> Provides some authentic learning experiences, but limits digital tools and resources to those the teacher is most familiar with. Promotes student reflection using a familiar collaborative tool on a limited basis. Models collaborative knowledge construction on a limited basis. Establishes an environment where the teacher is the primary user of technology. Uses available technology on a limited basis to engage students and foster creativity for the purpose of increased student learning. 	<ul style="list-style-type: none"> Maintains teacher-centered environment with no use of digital tools and resources; limits learning experiences to tasks that are textbook- and worksheet-driven; focuses on lower cognitive levels (<i>knowledge and comprehension</i>), memorization, and repetition without context. Limits knowledge construction to independent and whole group activities. Establishes an environment where the teacher is the primary user of technology.

Component 2: Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.

High fidelity 1	2	3	Non-use 4
<ul style="list-style-type: none"> Maximizes content learning by facilitating student engagement in frequent, authentic, real-world, higher-order learning experiences that <u>require</u> technology use by students. Frequently raises cognitive level of learning tasks to maximize content learning. Facilitates student-initiated technology uses as students create their own learning experiences, setting their own educational goals, managing their own learning, and assessing their own progress. Customizes and personalizes learning activities to address students' diverse learning styles, working strategies, and abilities using a variety of digital tools and resources (<i>differentiated learning</i>). Develops and uses on-going authentic formative and summative assessments aligned to curricular objectives, and uses resulting data to inform learning and teaching. 	<ul style="list-style-type: none"> Incorporates authentic, real-world, higher-order learning experiences into content area instruction, using technology tools that may or may not <u>require</u> technology use by students. Raises cognitive level of learning tasks periodically to maximize content learning. Plans learning experiences and sets educational goals for students; allows for some student-initiated technology including databases, spreadsheets, graphing packages, probes, calculators, multimedia applications, desktop publishing, etc. Customizes and personalizes learning activities to address students' diverse learning styles, working strategies, and abilities using familiar digital tools and resources. Administers on-going authentic formative and summative assessments aligned to curricular objectives, and uses resulting data to inform learning and teaching. 	<ul style="list-style-type: none"> Incorporates some authentic learning tasks; uses technology tools to adapt assignments given in the past without technology; tasks/projects may be technology-focused. Raises cognitive level of learning tasks on an infrequent basis. Plans assignments for students; uses technology tools as a supplement (e.g., <i>tutorials, educational games, simulations</i>) to the existing instructional program. Differentiates instruction on a periodic basis OR learning activities are the same for all students; random use of digital tools and resources; technology experiences may be used on an optional basis as a reward. Administers formative and summative assessments; assessments inform some instructional decisions. 	<ul style="list-style-type: none"> Teaches content out of context; uses traditional tools instead of contemporary technology tools and resources; technology use limited to learning hardware and software. Plans assignments for students; limits technology uses to drill and practice software and games; computer-based applications have little or no relevance to the instructional program. Plans learning activities that are the same for all students; no use of digital tools or resources. Administers district-required formative and summative assessments; assessments do not inform instruction.

Component 3: Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

High fidelity 1	2	3	Non-use 4
<ul style="list-style-type: none"> Models risk-taking with students (<i>goes outside of comfort zone to use new technologies</i>) on a frequent basis. Experiments on an ongoing basis with new technology tools; evaluates new technologies for possible classroom applications. Collaborates and communicates with students, peers, parents, community members, and the global community on a frequent basis using a variety of digital tools and resources in order to support student learning (<i>video conferencing, electronic publishing, student email, etc.</i>). Models and facilitates effective use of current and emerging digital tools on a frequent basis to locate, analyze, evaluate, and use information resources to support research and learning. Collaborates with colleagues on a frequent basis to plan and facilitate problem-based, interdisciplinary studies. 	<ul style="list-style-type: none"> Models some risk-taking with students (<i>goes outside of comfort zone to use new technologies</i>) on a periodic basis. Experiments, with support, with some new technology tools; evaluates new technologies for possible classroom applications. Collaborates and communicates periodically with students, peers, parents, community members, and the global community using some digital tools and resources in order to support student learning (<i>video conferencing, electronic publishing, student email, etc.</i>). Models and facilitates effective use of current and emerging digital tools on a periodic basis to locate, analyze, evaluate, and use information resources. Collaborates with colleagues periodically to plan and facilitate problem-based, interdisciplinary studies. 	<ul style="list-style-type: none"> Teacher adopts technology tools to pre-existing teaching styles. Uses new technology tools, with support; evaluates some new technologies for possible classroom applications. Communicates on a limited basis with students, peers, parents, and community members using familiar digital tools and resources. Uses current digital tools on a limited basis to locate, analyze, evaluate, and use information resources. Collaborates with colleagues on a limited basis to plan and facilitate learning activities. 	<ul style="list-style-type: none"> Teacher relies on textbooks and worksheets. Technology used is to aid in teacher productivity. Communicates with students, peers, or parents using a familiar digital tool or resource without the use of technology. Uses no digital tools to locate, analyze, evaluate, and use information resources. Plans learning activities independently of colleagues.

Component 4: Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

High fidelity 1	2	3	Non-use 4
<ul style="list-style-type: none"> Advocates, models, and teaches (<i>in context</i>) safe, legal, and ethical use of digital information and technology on an ongoing basis, including respect for copyright, intellectual property, and the appropriate documentation of sources. Promotes and models (<i>in context</i>) digital etiquette and responsible social interactions related to the use of technology and information on an ongoing basis. Models cultural understanding and global awareness on a frequent basis by engaging with individuals of other cultures using digital-age communication and collaboration tools. 	<ul style="list-style-type: none"> Plans separate lessons (<i>in or out of context</i>) to model and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources. Models digital etiquette and responsible social interactions (<i>in or out of context</i>) related to the use of technology and information. Models cultural understanding and global awareness periodically by engaging with individuals of other cultures using digital-age communication and/or collaboration tools. 	<ul style="list-style-type: none"> Plans separate lessons (<i>out of context</i>) to teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources. Plans separate lessons (<i>out of context</i>) to teach digital etiquette and responsible social interactions related to the use of technology and information. Models cultural understanding and global awareness on a limited basis using familiar digital-age communication tools. 	<ul style="list-style-type: none"> Plans a single lesson on safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources. Plans a single lesson (<i>out of context</i>) to teach digital etiquette and responsible social interactions related to the use of technology and information. Models cultural understanding and global awareness on a limited basis using traditional tools.