



## Guide to Using The NETC Classroom Observation Rubric For Assessing Technology Integration

### Rationale

The use of observation in classrooms or technology laboratories is a key and growing method of gathering data to assess the degree to which curricular integration is occurring. The technique is usually applied by principals and other school leaders for several reasons:

- to assess the level or status of curricular integration of technology in a school
- to improve their own technology leadership skills
- to assist staff in developing appropriate technology integration abilities

The purpose of this tool is to assist principals or other school leaders in those tasks, and provide a basis for consistent interpretation of the term *technology integration*.

The tool is designed specifically to support the observation activity. **Since its focus is primarily on only one data source, student activity, it addresses a limited set of indicators.** \*

### Using the NETC Observation Tool

One observation visit is only a single snapshot. Users should consider conducting several visits to observe the same class over a month, semester or year to note changes. The tool is designed to allow an observer to complete the form during a 20-25 minute observation.

The application of this tool should take into account the lab or classroom context and expectations of the teacher and principal. That is, depending on the type of activity, an observer might choose to skip items or sections if they appear irrelevant in the situation.

A conference between observer and teacher should precede the observation to help the observer understand what the class is expected to be doing.

\*To address other components of technology integration besides student activity, please refer to the document *Assessing Technology Integration in the School*, available on the Web site [www.netc.org](http://www.netc.org).

**NETC Classroom Observation Tool  
For Assessing Technology Integration**

**I. Setting and Circumstances**

Grade Level(s) of Students \_\_\_\_\_ Observation Length: \_\_\_\_\_ minutes

Site (check):  Computer lab  Classroom  Other Inside: \_\_\_\_\_  
 Outside the building: what setting? \_\_\_\_\_

*In each category below, **check as many as apply** during the time of the observation.*

Student/Station Ratio:  1 to 1  several to 1  class to 1

Activity:  Individual  Small group  Whole class  
 Student Presentation  Teacher Presentation

Choice: The specific uses of technology in this session were  
 required of all students  required of some students  unrestricted

Curricular area(s) addressed:  Math  Science  Language Arts  Social Studies  
 Foreign Language  Other: \_\_\_\_\_

Primary nature of student activity:  Passive and receiving  Producing and creating

Technologies in use:  Computer  Internet  E-mail  Hand held  Camera  
 One-way video  Two-way Interactive video  CD Other: \_\_\_\_\_

Software in use by class during the observation: (Will not total 100%)

<input type="checkbox"/> Drill and practice	_____ % students using
<input type="checkbox"/> Simulation or game	_____
<input type="checkbox"/> Problem solving	_____
<input type="checkbox"/> Data analysis	_____
<input type="checkbox"/> Word processing	_____
<input type="checkbox"/> Spreadsheet	_____
<input type="checkbox"/> Present/publish	_____
<input type="checkbox"/> Internet browser	_____
<input type="checkbox"/> Graphics/Web page	_____
<input type="checkbox"/> Other: _____	_____

Objectives for this time period:

<input type="checkbox"/> Learn content-related skills, facts or concepts	<input type="checkbox"/> Develop a project
<input type="checkbox"/> Learn a research skill	<input type="checkbox"/> Practice or reinforce a skill or concept
<input type="checkbox"/> Communicate with resource person or peer	<input type="checkbox"/> Testing, evaluation, or assessment
<input type="checkbox"/> Learn a software or application skill (note): _____	
<input type="checkbox"/> Other (note): _____	

National Education Technology Standards (NETS) for students addressed this time period:

- be a discriminating and technically proficient technology user
- seek, analyze and evaluate information using technology
- conduct problem solving and/or decision making activities
- be a creative and effective user of productivity tools
- be effective communicators, collaborators, publishers and producers
- be a responsible citizen, worker, learner in technology environment

## II. Integration Observation Rubric

For each row, place an X or other mark in the bracket in the box which best represents the situation you observe. Columns 4 and 2 are provided as intermediate points for your convenience. Column 0 represents "Not Observed" or "Not Applicable."

	5	4	3	2	1	0
<b>B E H A V I O R S</b>	Most students are independently choosing the technologies appropriate to their activity and need. [ ]	[ ]	Some students are independently choosing the technologies appropriate to their activity and need. [ ]	[ ]	Students are using only the technologies prescribed by the teacher for carrying out learning activities. [ ]	[ ]
	Students are highly involved with their teacher and peers in planning for the use of technology in a unit or lesson. [ ]	[ ]	Students have a moderate role with their teacher and/or peers in planning for the use of technology in a unit or lesson. [ ]	[ ]	Students merely await and follow teacher directions for what technology to use. [ ]	[ ]
	In group activities using technology, a high degree of collaboration is exhibited. [ ]	[ ]	In group activities using technology, a moderate degree of collaboration is exhibited. [ ]	[ ]	In group activities using technology, few students display collaboration. [ ]	[ ]
	When using technology, most students act ethically and in accordance with the district acceptable use policy. [ ]	[ ]	When using technology, some students are not acting in accordance with the district acceptable use policy. [ ]	[ ]	When using technology, few students follow the district acceptable use policy; many violations are apparent. [ ]	[ ]
	Most students exhibit skill in the effective use of available technologies at or above expected levels. [ ]	[ ]	Some students exhibit skill in the effective use of available technologies at expected levels. [ ]	[ ]	Students generally exhibit a low level of skill in their use of available technologies and require much assistance. [ ]	[ ]
<b>C U R R I C U L U M</b>	In using technology, most students are focused on the intended curricular objectives. [ ]	[ ]	In using technology, some students are focused on the intended curricular objectives. [ ]	[ ]	In using technology, few students are focused on the intended curricular objectives. [ ]	[ ]
	Data from assessment use of technology is used primarily for decision making about curriculum and instruction. [ ]	[ ]	Data from assessment use of technology is used primarily to report grades and test scores. [ ]	[ ]	Technology is not used for testing and assessment. [ ]	[ ]
	Most specific technology skills are embedded and learned in the context of core curriculum lesson objectives. [ ]	[ ]	Some specific technology skills are practiced in the process of achieving core curriculum objectives. [ ]	[ ]	Specific technology skills are taught and practiced as separate lessons, and later applied to core objectives. [ ]	[ ]
	Problem solving and higher order thinking is evident in most students' activities. [ ]	[ ]	Problem solving and higher order thinking is evident in about half the class. [ ]	[ ]	Most students are responding to the technology, exhibiting little creativity. [ ]	[ ]
	Most students are highly engaged in the use of technology. [ ]	[ ]	Some students are highly engaged in the use of technology and others are not. [ ]	[ ]	Most students are not highly engaged in the technology activity. [ ]	[ ]
<b>D E S I G N</b>	Student use of technology is based on their cognitive, emotional and physical needs. [ ]	[ ]	Student use of technology is directed at two of the three domains. [ ]	[ ]	Student use of technology is directed at none of the three domains. [ ]	[ ]
	Technology uses represent learning activities which could not otherwise be easily done. [ ]	[ ]	Technology uses sometimes appear to be more difficult than conducting activities without them. [ ]	[ ]	Most of the observed activities might as well be done by hand or other means. [ ]	[ ]

### III. Overall Impression:

In the space at the right, please give your overall impression (not an average of scores) of the degree of integration of technology in this class on a scale from

**1 (low) to 5 (high)**

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