The Technology Integration Matrix
Table of Teacher Descriptors

This table contains teacher descriptors for each cell of the Technology Integration Matrix (TIM). Other available resources include a tables detailing student activity, instructional settings, and a table of summary indicators for each TIM cell.

Levels of Technology Integration into the Curriculum

Characteristics of the Learning Environment	Entry	Adoption	Adaptation	Infusion	Transformation
Active	The teacher may be the only one actively using technology. This may include using presentation software to support delivery of a lecture. The teacher may also have the students complete "drill and practice" activities on computers to practice basic skills, such as typing.	The teacher controls the type of technology and how it is used. The teacher may be pacing the students through a project, making sure that they each complete each step in the same sequence with the same tool. Although the students are more active than students at the Entry level in their use of technology, the teacher still strongly regulates activities.	The teacher chooses which technology tools to use and when to use them. Because the students are developing a conceptual and procedural knowledge of the technology tools, the teacher does not need to guide students step by step through activities. Instead, the teacher acts as a facilitator toward learning, allowing for greater student engagement with technology tools.	The teacher guides, informs, and contextualizes student choices of technology tools and is flexible and open to student ideas. Lessons are structured so that student use of technology is self-directed.	The teacher serves as a guide, mentor, and model in the use of technology. The teacher encourages and supports the active engagement of students with technology resources. The teacher facilitates lessons in which students are engaged in higher order learning activities that may not have been possible without the use of technology tools. The teacher helps students locate appropriate resources to support student choices.
Collaborative	The teacher directs students to work alone on tasks involving technology.	The teacher directs students in the conventional use of technology tools for working with others.	The teacher provides opportunities for students to use technology to work with others. The teacher selects and provides technology tools for students to use in collaborative ways, and encourages students to begin exploring the use of these tools.	Teacher encourages students to use technology tools collaboratively.	The teacher seeks partnerships outside of the setting to allow students to access experts and peers in other locations, and encourages students to extend the use of collaborative technology tools in higher order learning activities that may not have been possible without the use of technology tools.

Levels of Technology Integration into the Curriculum

	Entry	Adoption	Adaptation	Infusion	Transformation
Constructive	The teacher uses technology to deliver information to students.	The teacher provides some opportunities for students to use technology in conventional ways to build knowledge and experience. The students are constructing meaning about the relationships between prior knowledge and new learning, but the teacher is making the choices regarding technology use.	The teacher has designed a lesson in which students' use of technology tools is integral to building an understanding of a concept. The teacher gives the students access to technology tools and guides them to appropriate resources.	The teacher consistently allows students to select technology tools to use in building an understanding of a concept. The teacher provides a context in which technology tools are seamlessly integrated into a lesson, and is supportive of student autonomy in choosing the tools and when they can best be used to accomplish the desired outcomes.	The teacher facilitates higher order learning opportunities in which students regularly engage in activities that may have been impossible to achieve without the use of technology tools. The teacher encourages students to explore the use of technology tools in unconventional ways and to use the full capacity of multiple tools in order to build knowledge.
Authentic	The teacher assigns work based on a predetermined curriculum unrelated to the students or issues beyond the instructional setting.	The teacher directs students in the conventional use of technology tools for learning activities that are sometimes related to the students or issues beyond the instructional setting.	The teacher creates instruction that purposefully integrates technology tools and provides access to information on community and world problems. The teacher directs the choice of technology tools but students use the tools on their own, and may begin to explore other capabilities of the tools.	The teacher encourages students to use technology tools to make connections to the world outside of the instructional setting and to their lives and interests. The teacher provides a learning context in which students regularly use technology tools and have the freedom to choose the tools that, for each student, best match the task.	The teacher encourages innovative use of technology tools in higher order learning activities that support connections to the lives of the students and the world beyond the instructional setting.
Goal-Directed	The teacher uses technology to give students directions and monitor step-by-step completion of tasks. The teacher monitors the students' progress and sets goals for each student.	The teacher directs students step by step in the conventional use of technology tools to either plan, monitor, or evaluate an activity. For example, the teacher may lead the class step by step through the creation of a KWL chart using concept mapping software.	The teacher selects the technology tools and clearly integrates them into the lesson. The teacher facilitates students independent use of the technology tools to set goals, plan, monitor progress, and evaluate outcomes. For example, in a given project, the teacher may select a spreadsheet program that students use independently to plan and monitor progress. The teacher may provide guidance in breaking down tasks.	The teacher creates a learning context in which students regularly use technology tools for planning, monitoring, and evaluating learning activities. The teacher facilitates students' selection of technology tools.	The teacher creates a rich learning environment in which students regularly engage in higher order planning activities that may have been impossible to achieve without technology. The teacher sets a context in which students are encouraged to use technology tools in unconventional ways that best enable them to monitor their own learning.

The Technology Integration Matrix was developed by the Florida Center for Instructional Technology at the University of South Florida College of Education and funded with grants from the Florida Department of Education. For more information, visit http://mytechmatrix.org.