



# TIM: Table of Instructional Setting Descriptors

This table contains the instructional setting descriptors for each cell of the Technology Integration Matrix (TIM).

	ENTRY	ADOPTION	ADAPTATION	INFUSION	TRANSFORMATION
ACTIVE	The setting is arranged for direct instruction and individual work. Any student access to technology resources is limited and highly regulated.	The setting is arranged for direct instruction and individual work. The students have limited and regulated access to the technology resources.	Technology tools are available on a regular basis.	Multiple technology tools are available to meet the needs of all students.	The arrangement of the setting is flexible and varied, allowing different kinds of self-directed learning activities supported by various technologies, including robust access to online resources for all students simultaneously.
COLLABORATIVE	The setting is arranged for direct instruction and individual work.	The setting allows for the possibility of group work, and at least some collaborative technology tools are available.	The setting allows multiple students to access technology tools simultaneously.	Technology tools that allow for collaboration are always available to meet the needs of all students.	Technology tools in this setting connect to text, voice, and video applications and network access has sufficient bandwidth to support the use of these technologies for all students simultaneously.
CONSTRUCTIVE	The setting allows the teacher to present content to all students.	Basic technology tools that allow for building knowledge are available on a limited basis to students for conventional uses.	Technology tools that facilitate the construction of meaning are available to students for conventional uses.	The setting includes a variety of technology tools and access to rich online resources to meet the needs of all students.	The setting includes robust access to a wide variety of technology tools, robust access to online resources and communities, and the ability to publish new content online.
AUTHENTIC	Available resources, chosen by the teacher, are predominately textbook or textbook-like sources, whether digital or print. They are generally used without making connections to a real-world context or to the students' personal lives.	Available resources, chosen by the teacher, may be predominately textbook or textbook-like sources, whether digital or print, and students may have guided access to primary source materials and selected information, data, and source materials beyond the instructional setting.	The setting allows for guided student access to a limited range of information, data, and source materials beyond the instructional setting.	The setting provides a variety of technology tools and ongoing, independent access to a broad range of information, data, and source materials beyond the instructional setting. This access facilitates student pursuit of individual interests and emerging topics.	The setting provides ongoing, independent access to a broad range of information, data, and source materials beyond the instructional setting. Robust, simultaneous access to a variety of technology tools allows all students to engage directly with others who may be in different locations and may represent different experiences, cultures, and points of view.
GOAL-DIRECTED	The setting may include technology tools that allow students to demonstrate skill development and allow tracking of student progress across levels.	The setting includes access to some teacher-selected technology tools that allow students to set goals, plan, monitor, evaluate, or reflect upon their work.	The setting includes access to a variety of technology tools, allowing students some choice in how they set goals, plan, monitor, evaluate, and reflect upon their work.	The setting includes a rich variety of technology tools to allow students many choices in how they set goals, plan, monitor, evaluate, and reflect upon their work.	The setting includes robust access to a rich variety of technology tools and online resources to allow students many choices in how they independently set goals, plan, monitor, evaluate, and reflect upon their work.