



TIM: Table of Student Descriptors

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

	ENTRY	ADOPTION	ADAPTATION	INFUSION	TRANSFORMATION
ACTIVE	Students receive information from the teacher or from other sources. Students may be watching an instructional video on a website or using a computer program for “drill and practice” activities.	Students use technology in conventional ways and are closely directed by the teacher.	Students work independently with technology tools in conventional ways. Students are developing a conceptual understanding of technology tools and begin to engage with these tools.	Students understand how to use many types of technology tools, are able to select tools for specific purposes, and use them regularly.	Students have options on how and why to use different technology tools for higher-order thinking tasks. They often use tools in unconventional ways and the technology itself becomes an invisible part of the learning.
COLLABORATIVE	Students primarily work alone when using technology. Students may collaborate without using technology tools.	Students have opportunities to use collaborative tools, such as email, in conventional ways. These opportunities for collaboration with others through technology, or in using technology, are limited and are not a regular part of their learning.	Students independently use technology tools in conventional ways for collaboration. Students are developing a conceptual understanding of the use of technology tools for working with others.	Technology use for collaboration by students is regular and normal in this setting. Students choose the best tools to use to accomplish their work.	Students regularly use technology tools to collaborate with peers, experts, and others who may be in different locations and may represent different experiences, cultures, and points of view.
CONSTRUCTIVE	Students receive information from the teacher via technology.	Students begin to utilize technology tools to build on prior knowledge and construct meaning.	Students begin to use technology tools independently to facilitate construction of meaning. With their growing conceptual understanding of the technology tools, students can explore the use of these tools as they are building knowledge.	Students consistently have opportunities to select technology tools and use them in the way that best facilitates their construction of understanding.	Students use technology to construct and share knowledge in ways that may not be possible without technology. Their deep understanding of the technology tools allows them to extend the use of the tools in creative ways to construct meaning.
AUTHENTIC	Students use technology to complete assigned activities that are generally unrelated to the world beyond the instructional setting.	Students have opportunities to apply technology tools to some content-specific activities that are related to the students or issues beyond the instructional setting.	Students begin to use technology tools on their own in activities that have meaning beyond the instructional setting.	Students select appropriate technology tools to complete activities that have a meaningful context beyond the instructional setting. Students regularly use technology tools, and are comfortable in choosing and using the tools in the most meaningful way for each activity.	Students explore and extend the use of technology tools to participate in higher-order learning activities that have meaning in the world beyond the instructional setting. Students regularly engage in activities that may not be possible without the use of technology.
GOAL-DIRECTED	Students may receive directions, guidance, and/or feedback via technology.	Students follow procedural instructions to use technology in conventional ways to set goals, plan, monitor, evaluate, or reflect upon an activity.	Students independently use technology to set goals, plan, monitor, evaluate, and reflect upon specific activities. Students explore the use of the technology tools for these purposes.	Students regularly use technology independently to set goals, plan activities, monitor progress, evaluate results, and reflect upon learning activities. The students may choose from a variety of technologies when working on self-directed goals.	Students engage in ongoing metacognitive activities, and work on self-directed goals, at a level only possible with the support of technology. Students are empowered to extend the use of technology tools and have greater ownership and responsibility for learning.