ACOT Stages of Technology Integration

Stage 1 – **Entry**

Teachers are not comfortable with technology.
They avoid using it.
They are afraid that something "bad" will happen if they or their students use it.
They rely on others for technical support.
They don't make explicit connections between computer work and the rest of the curriculum.

Key distinguishing features of Entry Level

A typical entry level teacher uses whole group activities and direct instruction.
Teaches in a traditional manner.
Doesn't see how computers "fit in."
Only uses computers in incidental ways not connected to the curriculum.
Uses lab time as a planning period.

Stage 2 – **Adoption**

Typically use one or two software applications they find useful for themselves.
Little student use of computers in the classroom.
Internet used by the teacher for lesson planning.
Technology is set up close to and for the convenience of the teacher.

Key distinguishing features of Adoption Level:

Only the teacher is allowed to use the internet.
Banners or "print-shop" types of software are used by the teacher for class decoration.
Teachers may use software for letters to parents or for class newsletters.
Students may use a word processor to create a final draft of a paper.
Student use of computers is strictly limited.

Stage 3 - **Adaptation**

The transition stage where teachers begin using technology with their students.
Student computer assignments are generally uniform and well delineated.
Direct instruction is still primary mode.
Teachers are often concerned with classroom management, assessment, time and impact on learning when they "add in" using technology.

Key distinguishing features of Adaptation Level:

Students use word processing to write documents and then engage in peer editing.
technology is used to support traditional instruction methods.
classroom is still very traditional in appearance and instructional methods have not changed to make much use of technology.

Stage 4 – **Appropriation**

Where real change begins to take place.
Teachers consider teaching objectives, best way to approach them, and best tools.
Loosen up classroom management, give students more responsibility.
Student tasks are more rigorous, open-ended and multidisciplinary.
Stress higher order thinking skills, collaboration and cooperation, enhanced comprehension and problem solving.

Key distinguishing features of Appropriation Level:

Students use a variety of software programs to meet their needs.
The internet is now used by students as a resource.
Classroom is may be rearranged to make best use of collaborative and cooperative learning.
Teachers still are using directive methods with student assignments but students are allowed more freedom to choose the methods of learning within the given parameters.

Stage 5 – **Innovation**

Technology has become ever-present transparent part of curriculum.
Students often construct own knowledge in a meaningful context.
Learning is student-directed, with objectives and standards addressed through student projects.
Students are encouraged to share with other students and the teacher what they have learned through presentations, discussions, etc.

Key distinguishing features of Innovation Level:
Students working at different tasks.
Students taking on a variety of roles including "expert."
Students collaborating on different aspects of a project.
Constructivist teaching methods being applied.
Technology being used to do things that could not be done without it such as sharing information over the internet.
Teachers employing a variety of assessment methods, including performance assessments, peer-review, self-assessment, tests and quizzes.