

The **Technology Reflection Instrument (TRI)** is intended to assist school and/or district staff and leaders in evaluating their existing technology plan(s). This instrument does not provide recommendations regarding the use or implementation of specific tools, platforms, frameworks, etc.; instead, it allows educators and educational leaders to reflect on their own unique technology plan as it pertains to four relevant subgroups: Students, Colleagues, Community, and Self. The TRI is designed to be completed by any/all instructional staff members at the school or district (see definition of *staff* below). It can be scored on an individual basis so that individuals' perceptions of a school or district technology plan can be reviewed and analyzed. Scores from multiple individuals may also be averaged to create a more holistic picture of staff members' perception of the technology plan for which the TRI is completed. Please see the included Scoring Guide for more detailed information and instructions.

Items on the TRI are organized into seven topic-based sections. At present, these sections exist for organizational purposes only and have no bearing on scoring or instrument use. However, use of these sections as a tool for analysis is being explored. Space for users to take notes is provided at the end of each organizational section. This space is for the TRI completer's personal use only.

As of November 2020, the TRI is in its final stage of development, including assessment of content validity. A pilot of this instrument is scheduled for early 2021, with interrater reliability assessment slated to follow soon after. If you or a colleague need further information or would like to participate in the validity or reliability studies and/or pilot of this instrument, please contact Dr. Anna Hart at hart_anna@columbusstate.edu or complete the form accessible via the following link: <https://bit.ly/3kjuf2f>.

Please use the definitions of terms below as you complete the TRI:

Staff refers to any instructional or administrative employee of a school or district, regardless of certification as an educator. For example, paraprofessional educators, classroom teachers, support teachers, librarians, administrators, etc. would be considered staff in this assessment, while non-instructional administrative assistants, custodial staff, food service workers, and others in non-instructional roles would not.

Training refers to the acquisition of a skill. In context, training refers to learning how to do something. For example, one may attend training to learn how to operate an interactive whiteboard. Training usually does not address why or in what context(s) a given tool, strategy, resource, etc. should be implemented or used.

Professional Development (PD) refers to the acquisition of knowledge. In context, PD refers to the learning how why a given tool, strategy, resource, etc. should be implemented or used. For example, one may attend PD that provides teachers with options for using interactive whiteboards in their classrooms, as opposed to a training experience which would center more on the physical use of such an item. For the purpose of this assessment, the terms "professional development" and "professional learning" are used interchangeably.

School/District for which this TRI was completed: _____

Date of Completion: _____ Your Role: _____
 (e.g. Paraprofessional, Principal, Kindergarten Teacher, Superintendent, etc.)

Directions:

1. Obtain a copy of the existing technology plan you intend to review. Read through the plan at least once, but preferably more than once.
2. For each item on the TRI, select the response you feel is most appropriate for the technology plan being reviewed.
3. If you do not have adequate information to respond to an item, mark "Unsure."

Does your school/district technology plan...

		Yes / Almost Always	Somewhat / Sometimes	No / Almost Never	Unsure	
Input from Stakeholders	1	include students in the design, monitoring, and evaluation of the plan and its effectiveness?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2	include staff in the design, monitoring, and evaluation of the plan and its effectiveness?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3	include students' families in the design, monitoring, and evaluation of the plan and its effectiveness?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4	include business partners and other community stakeholders in the design, monitoring, and evaluation of the plan and its effectiveness?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NOTES						
Productive Use	5	increase staff members' collective professional productivity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6	increase your own professional productivity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7	extend learning opportunities for students in meaningful ways?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NOTES						

		Yes / Almost Always	Somewhat / Sometimes	No / Almost Never	Unsure	
Training and Professional Development	8	provide students with appropriate opportunities for ongoing, needs-based training in the use of available technology tools?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	9	provide staff with appropriate opportunities for ongoing, needs-based training and/or PD?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	10	provide you personally with appropriate opportunities for ongoing, needs-based training and/or PD?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	11	provide you personally with appropriate opportunities for training and/or PD specifically needed to use the technology available to you effectively and efficiently?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	NOTES					
Choice and Innovation	12	allow for student choice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	13	allow flexibility in the tools, resources, etc. you personally choose to use and/or the way(s) in which you personally choose to use them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	14	encourage you to explore the use of technology in innovative ways?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	15	encourage staff creativity and innovation in the selection, use, and evaluation of technology?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	NOTES					
Equitable Access	16	ensure equitable access to technology for all students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	17	ensure equitable access to technology for all staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	NOTES					

			Yes / Almost Always	Somewhat / Sometimes	No / Almost Never	Unsure
Connection and Collaboration	18	promote frequent, meaningful collaboration among school/district staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	19	strengthen the connection between school and home?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	20	help increase family participation in the educational process?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	21	promote meaningful engagement and bi-directional communication with families, business partners, and other community stakeholders?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	NOTES					
Other Questions	22	limit students' screen time based on recommendations from the American Academy of Pediatrics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	23	provide clear guidelines regarding the role of technology in the evaluation of your professional performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	24	align with your school/district's Improvement Plans, vision, mission, and/or other guiding principles, plans, or policies?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	NOTES					

SCORING GUIDE

The TRI is designed to guide educators and educational leaders in reflecting on their own unique technology plan(s) as it pertains to four relevant subgroups: Students, Colleagues, Community, and Self. The intention of this instrument is to assist its users in taking an objective, reflective look at their existing technology plan(s) with an eye toward continuous improvement. It is not intended to be used for evaluative purposes.

TRI scores may be analyzed individually or in groups (Combined), as desired by the user(s). For example, if Smith High School desires to reflect on its existing technology plan, all staff at the school would complete the instrument and tally their individual scores. Then, those individuals' scores could be aggregated and analyzed at the department, grade level, school level, etc. as desired in order to obtain a clearer understanding of staff members' perceptions of the plan reviewed.

INDIVIDUAL SCORING

Scoring Directions (Individual):

1. Items that correspond to each of the sections below are noted. In each section, identify the scores you attributed to those Items.
2. Tally **only** the number of Items for each section you scored as **Yes/Almost Always** and record the total in the appropriate box.
3. Use the scale for each subgroup of individuals to determine how well the technology plan on which you are reflecting meets the needs of the four subgroups of individuals included on the TRI.
4. Once all four subgroup scores have been determined, total those and enter that number in the box for TOTAL.
5. Use the scale for each TRI subgroup to determine how well the technology plan on which you are reflecting meets the needs of all subgroups included on the TRI.

INDIVIDUAL SCORING

- STUDENTS -	
<p>Review your responses to the following Items:</p> <p>1, 7, 8, 12, 16, 22</p> <p>Number of items scored Yes/Almost Always:</p>	<p>Developing (0-2): The current plan does not yet adequately address the needs of students regarding their access to, use of, and/or engagement with technology. Steps should be taken to involve students in the (re)design, implementation, and assessment of the technology plan.</p> <p>Competent (3-4): The current plan adequately addresses the needs of students regarding their access to, use of, and engagement with technology. However, one or more opportunities for growth exist and should be addressed.</p> <p>Exemplary (5-6): The current plan addresses and strongly supports the needs of students regarding their access to, use of, and engagement with technology. This plan should be continually monitored and revised as needed based on regularly collected feedback.</p>

- COLLEAGUES -	
<p>Review your responses to the following Items:</p> <p>2, 5, 9, 15, 17, 18, 24</p> <p>Number of items scored Yes/Almost Always:</p>	<p>Developing (0-3): The current plan does not yet adequately address the needs of staff regarding their access to, use of, and/or engagement with technology. Steps should be taken to involve staff in the (re)design, implementation, and assessment of the technology plan.</p> <p>Competent (4-5): The current plan adequately addresses the needs of staff regarding their access to, use of, and engagement with technology. However, one or more opportunities for growth exist and should be addressed.</p> <p>Exemplary (6-7): The current plan addresses and strongly supports the needs of staff regarding their access to, use of, and engagement with technology. This plan should be continually monitored and revised as needed based on regularly collected feedback.</p>

INDIVIDUAL SCORING

- COMMUNITY -	
<p>Review your responses to the following Items:</p> <p>3, 4, 19, 20, 21</p> <p>Number of items scored Yes/Almost Always:</p> <div style="border: 1px solid black; width: 100px; height: 100px; margin-left: auto; margin-right: auto;"></div>	<p>Developing (0-2): The current plan does not yet adequately address the needs of families, business partners, and/or other community stakeholders regarding their access to, use of, and/or engagement with technology. Steps should be taken to involve these individuals in the (re)design, implementation, and assessment of the technology plan.</p> <p>Competent (3-4): The current plan adequately addresses the needs of families, business partners, and/or other community stakeholders regarding their access to, use of, and engagement with technology. However, one or more opportunities for growth exist and should be addressed.</p> <p>Exemplary (5): The current plan addresses and strongly supports the needs of families, business partners, and/or other community stakeholders regarding their access to, use of, and engagement with technology. This plan should be continually monitored and revised as needed based on regularly collected feedback.</p>

- SELF -	
<p>Review your responses to the following Items:</p> <p>6, 10, 11, 13, 14, 23</p> <p>Number of items scored Yes/Almost Always:</p> <div style="border: 1px solid black; width: 100px; height: 100px; margin-left: auto; margin-right: auto;"></div>	<p>Developing (0-2): The current plan does not yet adequately address your personal needs regarding access to, use of, and/or engagement with technology. Depending on the culture and established organizational structure of your school and/or district, you may choose to approach your leadership team with your findings.</p> <p>Competent (3-4): The current plan adequately addresses your personal needs regarding access to, use of, and/or engagement with technology. However, one or more opportunities for growth exist and should be addressed. Depending on the culture and established organizational structure of your school and/or district, you may choose to approach your leadership team with your findings.</p> <p>Exemplary (5-6): The current plan addresses and strongly supports your personal needs regarding access to, use of, and engagement with technology. This plan should be continually monitored and revised as needed based on regularly collected feedback.</p>

COMBINED SCORING

Scoring Directions (Combined):

1. Average the subgroup scores of all TRI completers (Students, Colleagues, Community, and Self) and record the averages in the appropriate spaces below.
2. Once all four subgroup averages have been determined, add those together and enter the total in the box.
3. Use the scale for the total TRI to determine how well the technology plan on which you are reflecting meets the needs of all subgroups included on the TRI.

- TOTAL -	
<p>*Round all averages to the nearest tenth.</p> <p>STUDENTS (AVG): _____</p> <p>COLLEAGUES (AVG): _____</p> <p>COMMUNITY (AVG): _____</p> <p>SELF (AVG): _____</p> <p>TOTAL Number of items scored Yes/Almost Always:</p> <div style="border: 1px solid black; width: 150px; height: 100px; margin-left: 100px;"></div>	<p>Beginning (0-16): The collective consensus of TRI completers is that the technology plan being reviewed does not yet adequately address the needs of Students, Colleagues, Community, and/or Self regarding access to, use of, and engagement with technology. Steps should be taken to solicit the needs, preferences, and opinions of all relevant parties in the (re)design, implementation, and assessment of the technology plan.</p> <p>Competent (17-21): The collective consensus of TRI completers is that the technology plan being reviewed adequately addresses the needs of Students, Colleagues, Community, and/or Self regarding access to, use of, and engagement with technology. However, one or more opportunities for growth exist and should be addressed. Steps should be taken to solicit the needs, preferences, and opinions of all relevant parties as these areas are addressed.</p> <p>Exemplary (22-24): The collective consensus of TRI completers is that the technology plan being reviewed addresses and strongly supports the needs of Students, Colleagues, Community, and/or Self regarding access to, use of, and engagement with technology. This plan should be continually monitored and revised as needed based on regularly collected feedback.</p>