



Charting Instructional Practices: Actual and Preferred Uses

Making Pie Charts

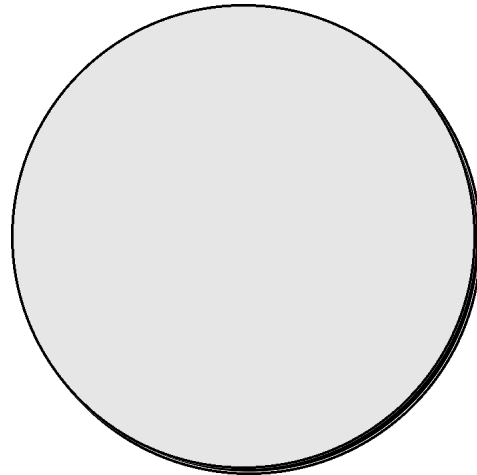
Chart the categories of learning uses presently in place in classrooms against the expectations being targeted for student use of technology.

Reflecting on Pie Charts

There is no singular “right” percentage. Each school needs to reflect on these percentages within the context of their own goals and needs. Are these percentages the combination that works best for the learners in that school? Is there a gap between the actual (present) uses and preferred (future) uses? What strategies, activities and resources are needed to close any identified gaps?

Actual Uses

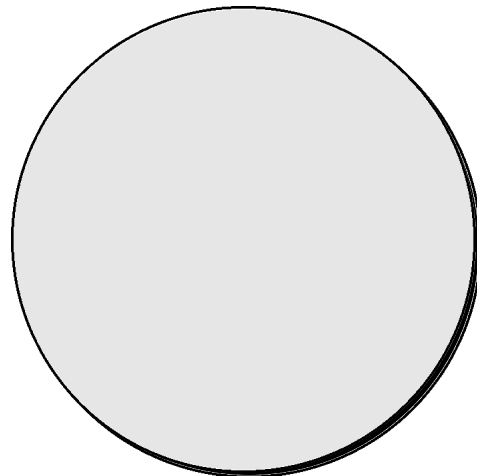
What percentage of student use of technology is literacy? Adapting? Or transforming? Use observations, interviews, and equipment/software use to determine percentages.



Actual Uses

Preferred Uses

What percentage of student use of technology described in the vision is literacy? Adapting? Or transforming? Use interviews, technology plans, and verbal or written goals to determine percentage.



Preferred Uses