

## **Assignment 2: Planning for Effective Integration of Technology in the Curriculum**

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## **Assignment 2: Planning for Effective Integration of Technology in the Curriculum**

Effective integration of technology in the curriculum requires a multi-tiered system of support, inclusive of instructional onboarding of the curriculum in its entirety, school-based professional learning opportunities for teachers with ongoing administrative support, and teacher buy-in for fidelity in implementation. Teaching, learning, and administrative procedures have all been transformed by the swift incorporation of digital technologies into educational environments (Uzorka et al., 2025, p. 128). O. M. McNair Middle School transformation will be the focal point of this technology needs assessment and lesson plan. The ASSURE model will be used to guide and measure instructional implementation throughout the lesson.

### **Description of the Current Learning Environment**

McNair is a middle school in rural Mississippi. Grades 5 through 8 are housed in this school, with students and teachers having 1:1 access to Chromebooks. Each classroom is outfitted with Promethean Boards and document cameras for those who need an anchor to their dependence on the overhead projector. All core subject area curriculum and instruction is accompanied by a digital curriculum that is used daily. Intervention programs are all computer-based and require students to interact digitally with Edulastic, Educeri and/or SAVVAS learning modules for Envision, STEMscopes, myView, or myPersepctives instructional paths. Professional learning sessions require teachers to log in to a Google Drive or Google Docs to capture their digital signature for attendance purposes. The document also includes pertinent links to PowerPoints, online articles, and digital teacher resources.

### **Current Level of Technology Integration**

McNair's instructional technology integration is at the adoption stage according to the tenets outlined in the Technology Integration Matrix (TIM) framework (Florida Center for

Instructional Technology, 2019; See Appendix B). District-level leadership has changed for the 4<sup>th</sup> time in 6 years. Technology integration has evolved only due to the instructional practices of the classroom teacher and not by purposeful district-wide professional learning opportunities to engage with the high-quality instructional material (HQIM) and the instructional technology components the curriculum houses.

Explicit Direct Instruction (EDI) is the latest instructional delivery shift. Teachers are embracing the engagement strategies provided by TAPPLE (teach, ask, pause, pick, listen, effective feedback). The instructional issue arises because teachers are married to their Promethean Boards and technology modules in the HQIM. Even though the engagement shift that is required by the district can be infused into their instructional delivery, technology integration, and Explicit Direct instruction have not synchronized in classrooms to produce a continuous flow of instruction for students. Collaborative learning is pushed by Think, Pair, Share opportunities, and students are not allowed to assess their learning beyond Friday assessments housed within Google Forms, paper-based tests, or computer-based assessments crafted by the HQIM technology resource hub.

Technology integration and opportunities for student assimilation are at a minimum. Use by both the learner and the teacher is platform-driven.

### **Planning for High Technology Integration**

McNair Middle School's technology integration rests at the adoption level based on the Technology Integration Matrix (See Appendix B). All lessons are teacher-directed, with student interaction and assessments driven by completing online assessments and quizzes. The goal for moving McNair's instructional technology integration from adoption to adaptation requires learning opportunities that foster collaborative, goal-oriented, constructive modules that promote

student ownership, reflective thinking, and authenticity using technology platforms. Shifts will be made from basic quiz-taking to analyzing figurative language using all modes afforded by Edulastic (hotspots and short responses). Collaborative Learning shifts will be made using the Think, Pair, Share method with iPads as the vehicle for note-taking and reporting. Remediation and acceleration will be tailored by Edulastic to aid in Constructive Learning. Goal-Directed Learning will be driven by dashboards in Edulastic in order for students to track their individual goals, growth, and performance over time.

The title of the lesson is MAAP Minds: Recognizing Figurative Language for MAAP Mastery. The lesson is created based on the ASSURE Model (Educational Technology Consulting Services, 2016).

### **Lessn Plan Using the ASSURE Model**

#### **A: Analyze Learners**

The group of learners for this lesson is the 6<sup>th</sup> and 7<sup>th</sup> graders at McNair Middle School. All students are familiar with myPerspectives and Edulastic. myPerspectives is used daily by their English Language Arts teacher. Mrs. A teaches both subsets. Lesson plans are reflective of the pacing guide, with the standard for figurative language (RL 6.4 and RL 7.4) being the same for 6<sup>th</sup> and 7<sup>th</sup> grade. The entire school is Title 1, with all students receiving free lunch. All students in both grade levels are African-American, with over 32% of the students in the combined grade levels receiving special education modifications and accommodations for ELA instruction. There are 72 students in the 6<sup>th</sup> grade and 61 students in the 7<sup>th</sup> grade.

- **General Characteristics:** The 6<sup>th</sup> and 7<sup>th</sup> graders at McNair Middle School will participate in this lesson. All students are familiar with myPerspectives and Edulastic. myPerspectives is used daily by their English Language Arts teacher. Mrs. A. teaches

both subsets. Lesson plans are reflective of the pacing guide, with the standard for figurative language (RL 6.4 and RL 7.4) being the same for 6<sup>th</sup> grade and 7<sup>th</sup> grade. Chromebooks are used daily, but all collaborative tools require paper and a pen. No original products have been produced by students to analyze for mastery.

- **Entry Competencies:** Students in both grades can identify figurative language, but not in context not according to MAAP test standards. Students work with efficacy on multiple-choice assessments. Goal setting is only monitored by biweekly assessments and benchmark assessments. The teacher tracks mastery for reteaching purposes. Student reflection is based on general performance.
- **Prerequisites:** Students must be able to identify figurative language, understand how to navigate Edulastic, and use performance data to set personal and group goals.
- **Learning Styles and Needs:** Sentence stems and exemplars provided by the resource section of the Edulastic platform will be used by all learners. Peer collaboration tasks will be introduced and supported by anchor charts, video clips, and Tier 1 instruction. Students with IEPs will be supported by the Push-In instructional model for co-teaching between the classroom teacher and the resource teacher.

#### **S: State Standards and Objectives**

- **State Standard 1:** RL.6.4/7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meaning.
- **State Standard 2:** W.7.3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- **ISTE Standard 1.1:** Empowered Learner: Students use technology to take an active role in choosing, achieving, and demonstrating competency.

- **ISTE Standard 1.6:** Students communicate clearly and creatively. Students express themselves using the platforms that match their goals.
- **Learning Objectives:**
  1. Use Edulastic's basic analytic dashboard to track data and set individual goals.
  2. Create a visual representation of a figurative language device using images, audio, and video from multimedia platforms.
  3. With 90% accuracy, identify and analyze 6 types of figurative language in a summative activity in Edulastic.

## **S: Select Strategies, Technology, and Media**

### **Instructional Strategies**

The students will engage in active learning by analyzing and annotating text using Edulastic tasks such as drag and drop and hotspot identification. The students will engage in constructive learning by teaming to foster understanding through student examples driven by teacher feedback cycles. The students will engage in collaborative learning by teaming to create digital galleries with feedback provided to peers through the use of Padlet. Students will engage in authentic learning by connecting figurative language to real-world examples. Students will engage in goal-directed learning by reviewing Edulastic reports and debriefing during teacher table talks for reinforcement and moving to the next module in goal setting.

### **Technology, Media, and Materials**

The following digital tools will be used: Edulastic, CANVA, Padlet, Google Scholar, classroom Chromebooks, and the Promethean Board.

## **U: Utilize Technology, Media, and Materials**

- **Preview Materials:** Teacher and ELA PLC team will review and vet question sets in Edulastic on figurative language. All tools are already preloaded in the students' district portal (CLEVER) and are ready for use.
- **Prepare Technology:** A preassessment and post assessment covering both 6<sup>th</sup> and 7<sup>th</sup> grade standards will be created in Edulastic (See Appendix A). Short passages and drag and drop matches will be isolated for student use. The classroom Padlet will be used to create the following groups: Euphemism Entry, Personification Place, Onomatopoeia Parkway, Simile Station, Metaphor Mayhem, Alliteration Alley.
- **Prepare the Environment:** Classrooms are already set up in collaborative groups, either by tables or desks. Charging stations will be checked daily, and anchor charts will be displayed on the academic clothes line in Mrs. A's class.
- **Prepare the Learners:** Project expectations will be explained. Goal setting and feedback reports will be introduced with a mini-lesson. Figurative language will be reviewed using songs, real estate advertisements, and short passages.
- **Provide the Learning Experiences:** The figurative language learning experience will take place over three instructional days, created to facilitate learning that fosters higher-order engagement aligned to the Technology Integration Matrix (TIM) characteristics — active, constructive, collaborative, authentic, and goal-directed learning (Florida Center for Instructional Technology, 2019; See Appendix B).

## **R: Require Learner Participation**

- **Active Engagement:** Pre-assessments will be given, baselines established, and mentor passages, poems, advertisements, and songs will be chosen collaboratively.

- **Collaboration:** Groups will present their findings on figurative language within the different modes via CANVA.
- **Constructive Reflection:** Comments will be collected in Padlet under the 6 headings. Students will reflect on how these devices are assessed in the MAAP assessment.
- **Authentic Application:** Students will write pieces collectively, in groups, and individually, and post online for peer review.
- **Goal Directed Learning:** Weekly review of Edulastic reports and comparisons identified via email to Mrs. A in terms of performance.

(Feedback is embedded on an ongoing basis during constructive reflection and authentic application).

#### **E. Evaluate and Revise**

- Pre- and post-assessments will be compared for mastery and growth. The student gallery will also be included for review and evaluation (See Appendix C).
- Incorporate peer review to strengthen the impact of the lesson and technology integration.
- Autonomy, accountability, and fidelity in students' use of technology applications will be viewed separately as measures of student growth, misconceptions, and teacher efficacy.
- The revision plan will analyze teacher efficacy in practice with modeling technology use and the support rendered to students as they complete modules. Figurative language standards that require reteaching will be modeled in the same manner, but with the inclusion of visual aids (videos) to push understanding and application.

#### **Conclusion**

The ASSURE model, coupled with ISTE standards, gave a clear path for creating a plan that can be used as an exemplar. As I moved through the planning process, I was required to

audit standards performance on midterms and BMAs. Technology applications in the district have waned, but using lessons and including the ASSURE model to plan lessons during PLCs is easily accessible to move the needle in the district.

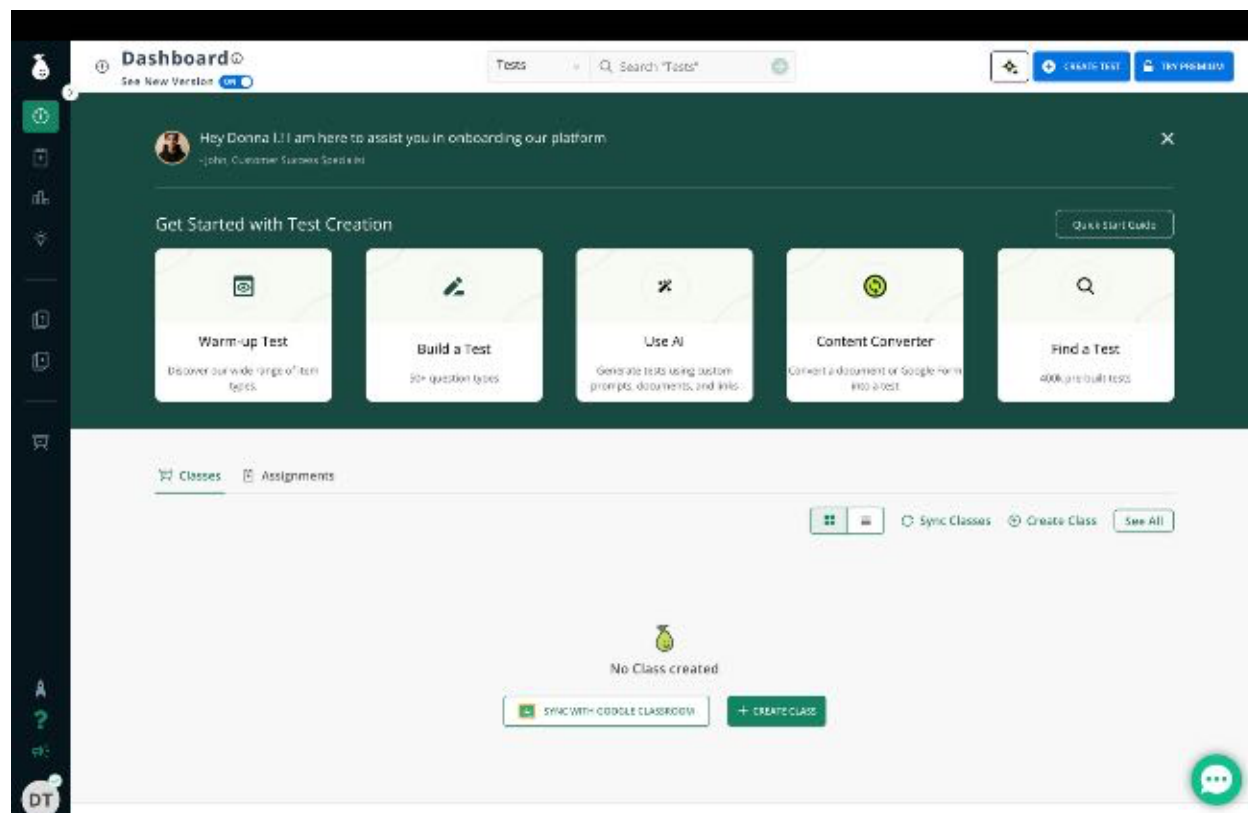
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## Appendix A

### Pear Deck Platform

Figure 1



## Appendix B

### Technology Integration Matrix

Figure 2

**TIM**

**TIM: Table of Summary Descriptors**

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

The Technology Integration Matrix (TIM) provides a framework for describing and targeting the use of technology to enhance learning. The TIM incorporates five interdependent characteristics of meaningful learning environments: active, collaborative, constructive, authentic, and goal directed. These characteristics are assessed using five levels of technology integration: entry, adoption, adaptation, infusion, and transformation. Together, the five characteristics of meaningful learning environments and five levels of technology integration create a matrix of 25 cells, as illustrated below.

	ENTRY LEVEL The teacher begins to use technology tools to deliver curriculum content to students.	ADOPTION LEVEL The teacher directs students in the conventional and procedural use of technology tools.	ADAPTATION LEVEL The teacher facilitates students in exploring and independently using technology tools.	INFUSION LEVEL The teacher provides the learning context and the students choose the technology tools to achieve the outcome.	TRANSFORMATION LEVEL The teacher encourages the innovative use of technology tools. Technology tools are used to facilitate higher order learning activities that may not have been possible without the use of technology.
ACTIVE LEARNING Students are actively engaged in using technology as a tool rather than passively receiving information from the technology.	Information passively received	Conventional, procedural use of tools	Conventional independent use of tools; some student choice and exploration	Choice of tools and regular, self-directed use	Extensive and unconventional use of tools
COLLABORATIVE LEARNING Students use technology tools to collaborate with others rather than working individually at all times.	Individual student use of tools	Collaborative use of tools in conventional ways	Collaborative use of tools; some student choice and exploration	Choice of tools and regular use for collaboration	Collaboration with peers and outside resources in ways not possible without technology
CONSTRUCTIVE LEARNING Students use technology tools to connect new information to their prior knowledge rather than to passively receive information.	Information delivered to students	Guided, conventional use for building knowledge	Independent use for building knowledge; some student choice and exploration	Choice and regular use for building knowledge	Extensive and unconventional use of technology tools to build knowledge
AUTHENTIC LEARNING Students use technology tools to link learning activities to the world beyond the instructional setting rather than working on decontextualized assignments.	Use unrelated to the world outside of the instructional setting	Guided use in activities with some meaningful context	Independent use in activities connected to students' lives; some student choice and exploration	Choice of tools and regular use in meaningful activities	Innovative use for higher order learning activities in a local or global context
GOAL-DIRECTED LEARNING Students use technology tools to set goals, plan activities, monitor progress, and evaluate results rather than simply completing assignments without reflection.	Directions given; step-by-step task monitoring	Conventional and procedural use of tools to plan or monitor	Purposeful use of tools to plan and monitor; some student choice and exploration	Flexible and seamless use of tools to plan and monitor	Extensive and higher order use of tools to plan and monitor

The Technology Integration Matrix was developed by the Florida Center for Instructional Technology at the University of South Florida, College of Education. For more information, example videos, and related professional development resources, visit <http://mytechmatrix.org>. This page may be reproduced by districts and schools for professional development and pre-service instruction. ©2005-2017 University of South Florida

## Appendix C

### Fig Language Gallery Walk

Figure 3

Figurative Language Gallery Project Rubric (6th Grade)

Criteria	4 - Exceeds Expectations	3 - Meets Expectations	2 - Approaching Expectations	1 - Needs Improvement
Understanding of Figurative Language (CCRS RL.7.4)	Demonstrates a thorough understanding of multiple types of figurative language with accurate explanations and insightful examples.	Shows clear understanding of figurative language with mostly accurate explanations and examples.	Demonstrates partial understanding with some inaccuracies or limited examples.	Shows minimal or incorrect understanding of figurative language with few or no examples.
Creativity and Presentation (W.7.3d)	Project is highly creative, well-organized, and engaging; presentation enhances understanding of figurative language.	Project is creative and organized with a clear presentation that supports understanding.	Project shows some creativity but lacks organization or clarity in presentation.	Project lacks creativity, organization, and does not effectively present figurative language.
Reflection and Self-Assessment (ISTE Standards 1.1, 1.6)	Reflection is thoughtful, detailed, and demonstrates deep insight into learning and areas for improvement.	Reflection is clear and shows good insight into learning and some areas for improvement.	Reflection is basic with limited insight into learning or improvement.	Reflection is missing, unclear, or shows little to no insight into learning or improvement.
Use of Technology and Digital Tools (ISTE Standards 1.1, 1.6)	Skillfully uses digital tools to enhance the project; effectively integrates Edulastic results to improve work.	Effectively uses digital tools and incorporates Edulastic results to support project completion.	Uses digital tools inconsistently or with limited integration of Edulastic results.	Minimal or ineffective use of digital tools; does not incorporate Edulastic results meaningfully.

## APPENDIX D

- To Peer Reviewer: Review the lesson carefully. Evaluate the lesson using the criteria below, providing a helpful critique. The instructor will use the same criteria for grading the final project. **USE APPENDIX B (syllabus pp. 12-14) for detailed descriptions of each element)**
- To Designer/Author: Read peer review comments carefully and complete the column on far right. Once completed, copy & past this completed review from your peer reviewer and place as an appendix in your assignment.

<b>Type of Review</b>	Peer Review
<b>Title of Lesson</b>	myPerspectives and Edulastic/ MAAP Minds: Recognizing Figurative Language for MAAP Mastery
<b>Designer/Author Name</b>	Donna Thomas
<b>Peer Reviewer Name</b>	Chandra Lane

Criteria	Peer Review Comments	Designer/Author Revisions (why or why not)
COVER PAGE INCLUDED 1. Introduction 2. Current Level of Technology Integration and Plan for increasing the level	The cover page is included and clearly labeled. Technology tools are well-integrated; plan for increasing usage is evident.	No revision needed.
3. Lesson Plan ( <i>based on the ASSURE Model</i> ) a. Analyze Learner Characteristics: b. State (Standards if applicable) and Objectives: c. Select Modify, or Design Materials (Select Media and Technology to be used): d. Utilize Materials (Procedural List of Instructional Activities): e. Require Learner Response (Practice & Feedback activities): f. Evaluation (Assessment of Learners) and Revision (Self Reflection for continuous improvement):	<b>a. Analyze Learner Characteristics</b> The learner profile is thorough and includes demographic, academic, and technological context. Special education needs are clearly addressed. The section effectively supports differentiated instruction planning. <b>b. State Standards and Objectives</b> Standards are clearly aligned to grade levels and ISTE goals. Objectives are measurable and technology integrated. Objectives support both academic and digital literacy growth. <b>c. Select, Modify, or Design Materials</b> Peer Comments: Media and technology tools are well-chosen and relevant. <b>d. Utilize Materials (Instructional</b>	No revision needed.

	<p><b>Activities)</b> Instructional flow is clear and well-organized. The use of collaborative stations is engaging.</p> <p><b>e. Require Learner Response (Practice &amp; Feedback)</b> Strong use of collaborative and authentic tasks.</p> <p><b>f. Evaluation and Revision</b> Evaluation is data-driven and reflective.</p>	No revision needed.
<p>4. References (included copyrighter materials being used)</p> <p>5. Appendices</p> <ul style="list-style-type: none"> <li>- <i>Peer Review Form (Reminder this completed by peer and author</i></li> <li>- <i>Assessment Tool Chart</i></li> </ul>	References are relevant and support the lesson. Peer review form and assessment chart are included.	No revision needed.
<p><b>Additional Comments</b></p> <p>This lesson plan demonstrates a strong integration of technology with instructional strategies that support diverse learners. The use of platforms like Edulastic, Padlet, and CANVA encourages student engagement, collaboration, and creativity. The alignment with ISTE standards and the Technology Integration Matrix adds depth and relevance to the digital learning experience. The plan is well-structured, with clear objectives, differentiated support, and a thoughtful evaluation process. Continued emphasis on student reflection and goal setting will further enhance learner autonomy and mastery. Overall, this is a well-developed and innovative approach to teaching figurative language.</p>	.	Designer: Donna Thomas

**Explain below the steps you will take to self-reflect/evaluate how you taught the lesson (delivery of the lesson).**

To measure the lesson's success, I plan on using checkpoints throughout the lesson and an individual summative task. Parking Lot Questions Students will respond to a "parking lot" board of questions each day of the lesson where students must post questions they have about the figurative language devices introduced during that day. Parking lot entries will be used as a formative check to give me an idea of where students are at each day and to combat misconceptions as they occur. Criteria for Mastery of Each Day's Content 80% accuracy on students' questions and responses posted in parking lot. Summative Components At the end of the lesson cycle, students will take an individual summative assessment as well as the group project. This will be a modified MAAP-style test in which students will "lengthen" items in order to create an anchor chart showing how figurative language devices are shown in a set of questions. By having students create these anchor charts, there will be an additional check on their ability to analyze, create, and apply the standard by themselves. Evidence of Mastery of the Standard At the end of the cycle, students will produce their own accurate MAAP question sets. If students are able to create quality question sets that are rigorous and aligned, then the lesson is evidence that they have mastered the standard. If they are not able to create these question sets, then I will need to reevaluate the rigor of the lesson design and provide more support through instructional activities.