Assignment #1: Evaluating the Integration of Technology in the Classroom

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September 29, 2025

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The findings of this evaluation provide insight into the level of technology integration, fidelity in using feedback provided by the tool to be highlighted within this evaluation, and the monitoring frequency by upper administration in the district. *Teaching Partner* will be scrutinized through the Technology Integration Matrix, TIM (Florida Center for Instructional Technology, 2019), the PEER Report (Mississippi Legislature Performance Evaluation and Expenditure Review Performance Evaluation and Expenditure Review Committee [PEER], 2025), and the National Center on Education and Economy (National Center on Education and Economy, 2020) to identify areas of growth for the middle school's application of the tool.

What is Teaching Partner?

Overview. *Teaching Partner (2020)* is an enhanced artificial intelligence note-taker for classroom observations and professional learning community sessions. This tool differs from Fellow AI note-taker, Granola AI, and similar artificial intelligence note-takers is that it has the enhancement feature of analyzing sessions without the need to log into Google Meet or Zoom. Users can also customize sessions by uploading documents from the curriculum, district, classroom, and high-quality instructional material hubs to be analyzed during the informational sessions. Various options are afforded to the users, which include a real-time recorder, topic tracker, and a conversation analysis that displays a matrix of instructional concerns with concept-mapping.

Teaching Partner allows the user to invite attendees to collaborate during the session in real-time or assess the conversation and data attained at a later time. As the conversation or lesson ensues, the computer is able to hone in on the speaker, and the system builds the analytics based on the information uploaded and/or the National Center for Education and Economy's

educational archive of peer-reviewed journals and research-based findings from different countries. This tool is not free to districts, but can be purchased through Title I funding.

Web-based and compatible with any browser, teachers and administrators can engage in educational rhetoric and troubleshooting with peers without the use of multiple devices in one room. This alleviates the need to practice ZOOM or Google Meet etiquette in terms of silencing computer devices. One computer with *Teaching Partner* logged in carries the meeting seamlessly. *Teaching Partner* is designed for teachers, not tech experts. It's simple to customize for your classroom or entire district. Whether you're collaborating in a PLC, co-developing lessons with colleagues, exploring research, or designing curriculum, *Teaching Partner* lets you choose your own path to meet the needs of both professional and student learning (National Center on Education and Economy, 2020, section 1).

Privacy Policies.

Teaching Partner's privacy policies are grounded in FERPA policies. Access to listen to sessions is afforded only to district administrators. Sessions are recorded but are not accessible without clearance from district administration. School site learners can see the analytics, but the conversations are always streamlined to strictly capture banter that is deemed "educationally fit". When conversations do not follow the standard of professional decorum, the system captures the audio, but the output in the analytics section only outlines what renders itself effective or usable as a solution to the conversation outlined by the users and the information uploaded for the session.

Technology Integration Matrix (TIM) Overview

From the high-quality instructional material used in the classroom to the Google Drive that houses all instructional hubs and district guidance documents, technology integration is not

just a mainstay but a test of an educator's technological acumen. As districts move to provide a measure of technology integration, there is a need to establish norms and protocols that supersede the basic standard that may or may not be afforded based on fiscal health. The Technology Integration Matrix (TIM) provides a clear, concise measure of tech integration within a district. Using TIM ensures technology integration is based on pedagogical practices shown by research to positively affect student achievement, uses the language of education rather than the language of technology, and supports professional development (Florida Center for Instructional Technology, 2019, section 2). The matrix measures active, collaborative, constructive, authentic, and goal-directed learning on the scale of entry, adoption, adaptation, infusion, or transformation level. A brief explanation of both the characteristics of the learning and environment and the levels of technology integration is rendered to ensure fidelity in use.

Description of Current Learning Environment

A middle school in rural Mississippi is the focal point for this measurement in terms of technology integration. 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 with either IXL or Curriculum Asssociate's iReady/Ready instructional paths. Professional learning sessions require teachers to sign into a Google Drive or Google Docs to capture their digital signature for attendance purposes. The document also houses pertinent document links, such as PowerPoints, online articles, or digital teacher resources. Currently, the district has piloted Teaching Partner to capture instructional concerns as well as develop professional hubs to ensure

all district mandates and Explicit Direct Instruction modules are captured in real time. The district has shifted to operate under a new superintendent. The instructional shifts that have been made can be attributed to teachers' efficacy in practice. Envision Math, Stemscopes, myView, and myPerspectives all have digital components that are used daily during instruction. Teachers and students are well-versed in using these tools. The new superintendent introduced *Teaching Partner* (2020) this summer. The expectation of administrators consists of using the tool for professional learning communities and using the analytics to build modules, foster collaboration across disciplines, and build community by using the information attained to strengthen instructional practices in schools.

Current Level of Technology Integration

I have used *Teaching Partner* in both data professional learning sessions and instructional professional learning sessions. To ensure the onboarding process for teachers in terms of active participation, I created a learning module that highlighted the purpose of the tool as well as how information was gathered during the session. There was a concern initially regarding privacy. Teachers were able to see questions others had posed, solutions to ease their concerns, and how the matrix built the commonalities across grade bands. This process was not driven by any technology standard.

Active Learning – Adoption Level. Engagement is measured under this helm. Teachers were open to seeing the real-time analytics, figures created, and immediate feedback provided. A gray area exists because of no clear guidance as to how this will be used. I elected to create a space for feedback and questions using Padlet. Teachers have been able to interact with the analytics from the session, as well as have visuals to drive their instructional practices with reminders of weekly EDI focus engagement practices.

Collaborative Learning – Adoption Level. Teachers have embraced this tool. Conversations have become strictly instructional. Teachers value having a tool that steers the professional learning sessions in a more positive direction. Because they understand how the tool works, the conversation continues even when I am called to this office to handle Level 5 situations. Constructive Learning – Constructive Adoption. Teachers are moving from being given directives to follow up on Padlet to immediately providing feedback and fidelity in their instructional practices based on the analytics provided by *Teaching Partner*.

Authentic Learning – Authentic Adoption. As we navigate the tool together as an instructional team, I see teachers pushing the conversation and practices highlighted within the analytics beyond the professional learning environment. Teachers participate in PLCs on Tuesdays and Thursdays. Activity on the Padlet has become more frequent, with activity even on the weekends.

Goal-Directed Learning – Goal-Directed Adoption. – There is an expectation that *Teaching Partner* is used in all sessions. Because teachers value the feedback and research-based methods that are afforded, usage has moved from compliance to prescriptive.

Plan for Higher Technology Integration

The TIM tool needs to be introduced, fully onboarded, and implemented in my district. Even though *Teacher Partner* is a non-negotiable in the district for building administrators and school support specialists, a gray area exists in terms of implementation. The tool should be piloted in state-tested areas during small group instruction at teacher tables. Because student sessions can be captured, it would be a monumental move to push differentiation and prescriptive instructional plans based on not only the high-quality instructional material in rotation but also research hub that is afforded through *Teaching Partner.* Teachers already

understand how to use the tool, no FERPA violations can occur, and instructional leaders can be more impactful because of the data captured during the sessions. The district is willing to purchase this tool, but the push is not district-wide in terms of usage and need. If piloted for a 9-week period, with feedback specifically geared towards remediating and accelerated students, there would be enough data to justify the purchase. If this is done, using the TIM tool, our use of *Teaching Partner* would move the characteristics of the learning environment to the infusion level for all 5 areas of learning (Florida Center for Instructional Technology, 2019).

Limitations

Teacher buy-in for non-state-tested teachers would serve as a hindrance. Because the heavy cognitive lift tends to fall on state-tested teachers, new initiatives often wane with their counterparts. Technology integration is not a priority for the district. This program was piloted as something "new" that was seen at a state meeting. The opportunity was afforded to campuses to use the program on a conditional basis. Even though the benefits of using the program are apparent, the district requires a deep instructional dive to be performed before signing off on any program. This limits my school in terms of access and sustainability.

Summary

Teaching Partner has been an invaluable tool. Ease of use and effective analytics on demand have been key in building my capacity as an instructional leader. Teachers are interested in gathering data and have become acclimated to the process of being data-driven in their instructional practices and evidence-based in their instructional delivery. Attaining Teaching Partner would enhance the collaborative practices, build teacher capacity, and provide scholars with learning opportunities that would push them beyond their limits.

References

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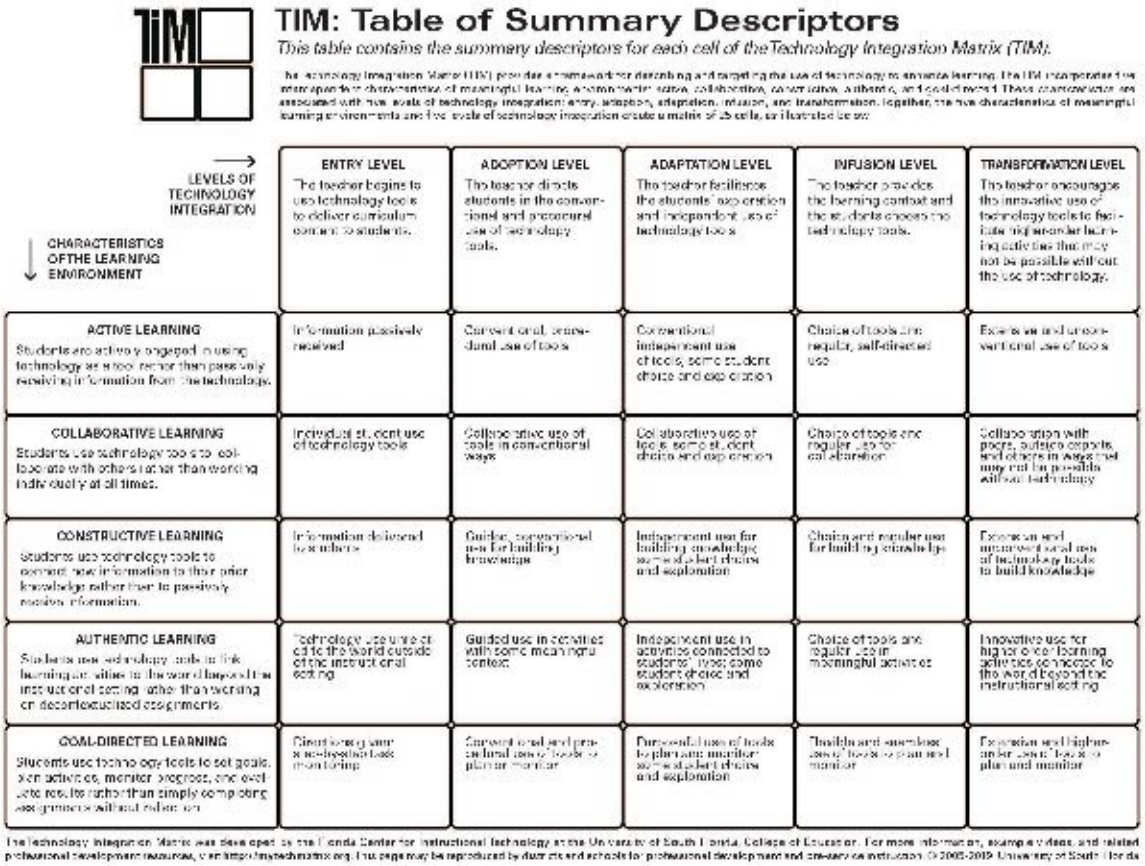
Mississippi Legislature Performance Evaluation and Expenditure Review Performance Evaluation and Expenditure Review Committee. (2025, September 15). *Analysis of information technology in 50 Mississippi school districts: A FY 2023 comparative review*. PEERMS.GOV. Retrieved September 15, 2025, from https://www.peer.ms.gov/sites/default/files/peer_publications/Rpt703iii_IT.pdf

National Center on Education and Economy. (2020). *Accelerate impact teaching partner*. NCEE. Retrieved September 17, 2025, from https://ncee.org/teaching-partner/

Appendix A

Technology Integration Matrix (TIM)

Figure 1



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 associated with 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.

CHARACTERISTICS OF THE LEARNING ENVIRONMENT ↓ / LEVELS OF TECHNOLOGY INTEGRATION →	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 the students' application and independent use of technology tools.	INFUSION LEVEL The teacher provides the learning context and the students choose the technology tools.	TRANSFORMATION LEVEL The teacher encourages the innovative use of technology tools to facilitate higher-order learning objectives that may not be 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	Convergent, teacher-directed use of tools	Conventional independent use of tools; some student choice and exploration	Choice of tools and regular, self-directed use	Expansive 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 technology 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, outside experts, and others in ways that may not be 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 by others	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.	Technology use limited 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 connected to the world beyond the instructional setting
GOAL-DIRECTED LEARNING Students use technology tools to set goals, plan activities, monitor progress, and evaluate results rather than simply completing assignments without reflection.	Direct learning use of teacher-established tools for tasks	Convergent and procedural use of tools to plan and 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 at 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 classroom instruction. © 2005-2019, University of South Florida

Appendix B

Middle School TIMs Evaluation (Teaching Partner)

Figure 2

Appendix B

Evaluation of Digital Literacy & Technology Integration of *ClassroomScreen* (2019)
for
XYZ Elementary School's Professional Development
Based On the TIM (Florida Center for Instructional Technology, 2019)

Part A: TIM-O Question-Based Observations			
Consideration	**Questions to Support Inquiry**	**Results**	**Comments / Notes**
	Is the technology being used in the lesson/activity?	Yes	
	Are the students (teachers) directly using the technology?	Yes	
Part B: TIM-O Lesson Summary Indicators (relevant indicators extracted from TIM: Table of Summary Descriptors in Appendix A)			
(Observed) Characteristics of the Learning Environment	**(Observed) Levels of Technology Integration**	**Recommended Goal** (highlighted areas for integration plan focus)	**Comments / Notes**
Active Learning: ***Teachers are responding the on demand analytics prepared by Teaching Partner.***	**Adoption Learning at the Adoption Level:** ***Conventional, procedural use of tools.*** **Teacher.** Teachers understand the movement of the data pieces produced by the conversation and how to use the information presented to continue the conversation.	Active – Adaptation *Create modules in their classrooms to ensure the teacher table during workstations is fortified.*	Conversations are geared toward instruction. The analytics along with the research is discussed to address instructional misconceptions.