Purpose of our Continuum

The OUSD Technology Use Continuum is meant for teachers, coaches, and admins to identify where any educator falls into how they use technology along ten common elements of 21st century pedagogy. The continuum allows educators to grow pedagogical skills related to technology use by developing particular skill sets. This continuum does not directly address how technology impacts student achievement and learning. However, any teacher who implements technology in any of the following ways should constantly be assessing the short-term and long-term impact of technology on student learning as measured by a variety of metrics. See our Personalized Learning Plans for the student-centered goals.

Technology Use Continuum

Nano-credentials

Micro-credentials

Alignment with Standards

CASE Framework	Competencies		Emerging Use: Basic Tech. Skills	Teacher Centered: 1. Tech Enriched Environment	Student Centered: 2. Blended Learning Environment	Student Driven: 3. Personalized Learning Environment	Alignment with CA Standards for the Teaching Profession (CSTP) 2009	Alignment with ISTE Teacher Standards (2008)	Alignment with iNacol Blended Learning Teacher Competencies	Alignment with ISTE Student Standards (2016)	Alignment with CA Content Standards for Students
Classroom	A	Use of Digital Data Tools	Log in and use AERIES; Know how to access and use all digital assessment tools (district and school site); uses digital grade book.	Employs assessment tools to aggregate data, and analyzes this data to inform whole-class or small group instruction both of and for learning.	Uses assessment tools that provide feedback to students to support their personal goals and learning objectives.	Students and teachers use a variety of formative and summative data from technology to drive personal learning goals. Students have ownership over data, and are part of the assessment process, in constant conversation with teacher, parents, and other involved stakeholders (tutors, counselors, et al.).	*CSTPs 1.6, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7*	2.d	1.1.C, 1.2.B, 3.3.A, 4.1.A, 4.1.B, 4..1.C, 4.1.D, 4.2.F,	ISTE NETs 1.a, 1.c, 2.d, 4.a, 4. b, 4.c, 5.a, 5.b, 5.c, 5.d	See Chapter on Assessment in the Frameworks for ELA, Mathematics, and NGSS.
Classroom	B	Use of Digital Learning Management System	Set up LMS "classrooms" in one of the district approved Learning Management Systems, awareness of functionality of LMS (including management systems that are part of adopted curriculum, e.g., Pearson, My Perspectives, etc.)	Uses LMS to provide access to content and assessments and collect digital student work.	Uses LMS to provide collabarotive learning activities and a place to display student work products.	Uses LMS to provide multiple pathways for learning, and utilizes integration of SIS and LMS to monitor student growth and facilitate and intervene during the learning process.	*CSTPs 1.4, 1.6, 2.2, 2.3, 2.4, 2.7, 3.3, 3.5, 4.3, 4.4, 4.5*	1.d, 2.b	4.2.C, 4.2.D, 4.3.A, 4.3.B, 4.4.A	ISTE NETs, 1.a, 1.b, 2.b, 2.d	See Chapter Two in ELA framework on how to support students (p. 60) on SB 250 and 21st century learning standards.
Classroom	C	Use of Accessibility Principles	Use and understand Single Sign On, bookmarking favorites, create folders in Google Drive*, URL shorteners, creating and using QR codes. Awareness of DEVICE accessibility,ie speech to text. Keyboard short cuts. Familiarity with Universal Design for Learning.	Shows evidence of Universal Design for Learning with how general and specific hardware and software creates a fluid and seamless learning experience for all students.	Integrates Universal Design for Learning within the blended learning environment, offering a range of voice and choice in learning content, engagement methods, and means of expressing understanding and mastery of learning.	Partners with students to develop learner profiles that recognize strengths on the UDL model, and supports students in using these principles to design their own learning path and assessment as learning plan.	*CSTPs 1.1-1.4, 2.6, 3.5, 3.6, 4.1, 4.5*	2.c	1.1.A, 1.1.C, 4.2.C, 4.2.D, 4.2.E, 4.4.C	ISTE NETs, 1.a, 1.b, 1.c	See Chapter Two in ELA framework on how to support students (pp. 94-95).
Classroom	D	Use of Digital Citizenship Principles	Understanding and teaching lesson on the district's Acceptable Use Policy ; access to Powerschool Digital Citizenship page for lessons and log.	Plays an active role in modeling and holding students to a higher standard for ethical use of technology through participation in online activities and tools such as rubrics.	Invites students to develop norms for digital citizenship within the context of blended learning activities (e.g., Students decide that a norm on discussion boards is going to always use a respectful tone when responding to someone else's post).	Provides opportunities for students to engage with peers, community, and global partnerships that require practical application of digital citizenship principles.	*CSTPs 2.1-2.6*	4.a-4.d	NA	ISTE NETs 2.a-2.d, 7.a-7.d	CCRA.W.6
Access	E	Use of Robust Infrastructure Mindset	Knows how to access and/or obtain all district, site and classroom technology. Access OUSD's Digital Resources page. and Simple K12.	Uses available resources on campus to provide software and hardware for technology enriched learning experiences. Responds to situations in which technology does not work with effective learning alternatives.	Seeks out and secures software and hardware beyond what is provided to ensure a 1:1 ecosystem for students. Manages device agnostic ecosystem.	Invites students, parents, and community organizations to bring in new technologies that assist in promoting a robust ecosystem of technology tools. Encourages diversity of technologies in order to meet students' personalized goals (robotics, drones, 3D printers, etc.).	*CSTPs 6.3-6.5*	3.a-3.c and 5.a, 5.b	4.1.E, 4.4.B		See Chapter 2 Framework for ELA/ELD on instructional strategies.
Skills	F	Use of Digital Content	Access and know purpose of District adoptions' digital curriculum pieces, Discovery Education, etc.	Selects and uses digital media and content at least several times a week for content that is grade appropriate and relevant for learning goals.	Curates a variety digital media and content at least several times a week for content for students to choose from based on interests and zone of proximal development.	Offers time for students to self-select digital and/or traditional content, create their own content, and use any content for standard-driven learning. Teacher facilitates student choice, and provides feedback on their learning paths.	*CSTPs 1.4, 3.3, 3.5, 3.6, 4.5*	2.b, 2.c	3.3.A, 4.2.A, 4.2.D, 4.4.1	ISTE NETs 3.a, 3.b, 3.c,	CCRA.R.7; CCRA.SL.2 and SL.5; CCRA.W.8
Skills	G	Use of Digital Communication Tools	Teachers access email account, create distribution lists, know how to calendar events. Teachers create account/use one communication tool to send messages with students.	Uses digital communication tools to provide one-way and some two-way communication activities.	Uses one and two-way communication tools to create online learning conversations, dialogues, and a consistent flow of peer and teacher feedback.	Uses open communication environment that allows students to share work, communicate ideas, and connect with others, including experts in the field.	*CSTPs 2.5, 5.6, 5.7*	3.b, 3.c	3.3.A, 3.3.B, 4.2.A, 4.2.E, 4.3.C, 4.4.A	ISTE NETs 1.b, 2.a, 2.b, 6.a, 6. b, 6.c, 6.d, 7.a, 7.b, 7.c, 7.d,	CCSS.ELA-LITERACY. CCRA.W.6; CCSS.ELA-LITERACY. CCRA.SL.6; CCSS.ELA-LITERACY. CCRA.SL.5

a I S	**Skills**	H	***Use of Digital Tools***	Understand and begin to explore the variety and scope of digital tools and how they can enhance student learning.	Selects and uses high quality digital learning tools (graphing tools, simulations, VR, etc.) for instructional and independent learning purposes.	Provides options for high-quality learning tools that students can use to gain access to content and express and apply their learning.	Offers time for students to self-select and master digital and/or traditional learning tools to help accomplish learning goals. Students create a learning backpack or tool belt. Teacher also facilitates and learns with students.	*CSTPs 1.4, 3.4, 3.5, 4.4*	2.a	4.1.E, 4.2.B, 4.3.D, 4.4.B	ISTE NETs 1.d, 4.b, 5.b, 6.a, 7.a	CCRA.SL.5; CCRA.W.6; Mathematical Practices 4 and 5; Crosscutting Concepts for Influence of Engineering, Technology, and Science on Society and the Natural World
	Environment	I	***Use of Mindset in Technology Infusion***	Know your cart, know how to troubleshoot. Use students as your resource. Establish a shared schedule. Help Desk, TSS.	Uses a growth mindest when modeling the use of technology for whole-class and small group instruction.	Uses a growth mindset when facilitating student work and projects that involve technology. Demonstrates an approach that puts intellectual ownership on students for problem-solving, troubleshooting, and applying technology in novel ways.	Uses a growth mindset that allows students to pursue academic and personal projects with the facilitation and full support of the teacher and school site in reaching these goals.	*CSTP 2.3, 2.4, 2.5, 2.6*	3.d	1.2.C, 2.1.B, 2.2 A	ISTE NETs 1.d	NA
	Environment	J	***Use of Flexible Classroom Environment Principles***	Awareness of the effect of classroom design on instruction, e.g., furniture arrangement, color, seat time, indoor/outdoor learning, etc.	Classroom design uses available technologies and furniture to provide more opportunities for the 4 C's.	Classroom design uses technologies and furniture to facilitate blended learning, providing choice and voice for students to complete learning activities.	Classroom design meets the need of 4 most diverse learners, and includes flexibility in furniture and infrastructure pieces. Teacher uses constant feedback loop to evolve the design of the classroom, and incorporates strategies that facilitate personalized learning.	*CSTPs 1.1, 2.2, 2.6*	2.b, 2.c	1.1.A, 1.1.C	NA	NA