**Educational Technology Reporting Template All Grades**

**Name**       **School**       **District**

**Elementary School Educational Technology Instruction & Assessments**

We designed this worksheet form for **optional use only** as an efficient way to capture data about Educational Technology instruction & assessments. We provide this worksheet form to make data entry easy. Note that we do not collect information about individual teachers and schools. If you decide to use this form, please share it with the person in your district who handles reporting for OSPI.

In 2020-21, did your school provide regular class time for student instruction integrating Educational Technology topics (e.g., hardware or software training, digital citizenship, media literacy, Internet safety, online tools or search techniques, et al) at the elementary level?

Yes No

If yes, check all the ways this instruction was provided:

Synchronous (e.g., via videoconferencing)

Asynchronous (e.g., via a Learning Management System)

Face-to-face

If applicable, how did you pivot/adjust your instruction for remote learning?

#### Were students assessed in Educational Technology?

Yes No

If applicable, what did you find to be effective assessment strategies? *[check all that apply]*

Student self-reflection (e.g., reflective writing or videos, presentations, portfolios)

Technological tools (e.g., Kahoot, Nearpod, Plickers) for formative assessment

OSPI-developed assessments

District- or school-developed assessments

Teacher-developed classroom developed assessments

Commercially-developed assessment tools

Other (please describe)

**Middle/Junior High School Educational Technology Assessments**

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In 2020-21, did your school provide regular class time for student instruction integrating Educational Technology topics (e.g., hardware or software training, digital citizenship, media literacy, Internet safety, online tools or search techniques, et al) at the Middle/Junior High level?

Yes No

If yes, check all the ways this instruction was provided:

Synchronous (e.g., via videoconferencing)

Asynchronous (e.g., via a Learning Management System)

Face-to-face

If applicable, how did you pivot/adjust your instruction for remote learning?

#### Were students assessed in Educational Technology?

Yes No

If applicable, what did you find to be effective assessment strategies? *[check all that apply]*

Student self-reflection (e.g., reflective writing or videos, presentations, portfolios)

Technological tools (e.g., Kahoot, Nearpod, Plickers) for formative assessment

OSPI-developed assessments

District- or school-developed assessments

Teacher-developed classroom developed assessments

Commercially-developed assessment tools

Other (please describe)

**High School Educational Technology Assessments**

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In 2020-21, did your school provide regular class time for student instruction integrating Educational Technology topics (e.g., hardware or software training, digital citizenship, media literacy, Internet safety, online tools or search techniques, et al) at the high school level?

Yes No

If yes, check all the ways this instruction was provided:

Synchronous (e.g., via videoconferencing)

Asynchronous (e.g., via a Learning Management System)

Face-to-face

If applicable, how did you pivot/adjust your instruction for remote learning?

#### Were students assessed in Educational Technology?

Yes No

If applicable, what did you find to be effective assessment strategies? *[check all that apply]*

Student self-reflection (e.g., reflective writing or videos, presentations, portfolios)

Technological tools (e.g., Kahoot, Nearpod, Plickers) for formative assessment

OSPI-developed assessments

District- or school-developed assessments

Teacher-developed classroom developed assessments

Commercially-developed assessment tools

Other (please describe)

Moving forward, what kinds of support would you like to receive from OSPI to assure that all students have opportunities to learn the standards *[rank two or more of your top choices]*

Professional learning on the Educational TechnologyStandards

Professional learning on formative and summative assessment

Technology tools to support assessment

Mini-grants for developing or implementing classroom-based assessments

Technical assistance on OSPI-developed classroom-based assessments

Professional learning on screening tool for bias in instructional materials

Bias-free Open Educational Resources instructional materials

Professional Learning on cross-curricular content integration

Other (please describe)