

The Technology Integration Matrix

Table of Instructional Setting Descriptors

This table contains instructional setting descriptors for each cell of the Technology Integration Matrix (TIM). Other available resources include a tables detailing student activity, teacher activity, and a table of summary indicators for each TIM cell.

Levels of Technology Integration into the Curriculum

		Entry	Adoption	Adaptation	Infusion	Transformation
Characteristics of the Learning Environment	Active	The setting is arranged for direct instruction and individual seat work. The students may have very limited and regulated access to the technology resources.	The setting is arranged for direct instruction and individual seat work. The students may have very limited and regulated access to the technology resources.	Technology tools are available on a regular basis.	Multiple technology tools are available in quantities sufficient to meet the needs of all students.	The arrangement of the setting is flexible and varied, allowing different kinds of self-directed learning activities supported by various technologies, including robust access to online resources for all students simultaneously.
	Collaborative	The setting is arranged for direct instruction and individual seat work.	The setting allows for the possibility of group work, and at least some collaborative technology tools are available.	Desks and workstations are arranged so that multiple students can access technology tools simultaneously.	Technology tools that allow for collaboration are permanently located in the setting and are available in sufficient quantities to meet the needs of all students.	Technology tools in this setting connect to text, voice, and video chat applications and network access has sufficient bandwidth to support the use of these technologies for all students simultaneously.
	Constructive	The setting is arranged so that all students can view the teacher's presentation.	Technology tools that allow for building knowledge are available to students for conventional uses on a limited basis.	Technology tools that facilitate the construction of meaning are available to students for conventional uses.	The setting includes a variety of technology tools and access to rich online resources that are available in sufficient quantities to meet the needs of all students.	The setting includes robust access to a wide variety of technology tools, robust access to online resources and communities, and the ability to publish new content online.

Levels of Technology Integration into the Curriculum

	Entry	Adoption	Adaptation	Infusion	Transformation
Authentic	Resources available via technology in the instructional setting include primarily textbook supplementary material and reference books or websites, such as encyclopedias.	The setting includes access to information about community and world events and primary source materials.	The setting includes access to information outside of school and primary source materials.	The setting provides a variety of technology tools and access to rich online resources, including information outside of the school and primary source materials, that are available in sufficient quantities to meet the needs of all students.	The setting includes technology tools and online resources that allow for student engagement with the local or global communities. A variety of technology tools are available with robust access for all students simultaneously to information outside of the school and primary source materials.
Goal-Directed	The setting includes access to skill building websites and applications, including the ability to track student progress across levels.	The setting includes access to technology tools that allow students to plan, monitor, and evaluate their work.	The setting includes access to technology tools (such as graphic organizers, calendars, spreadsheet software, and timeline software) for planning, monitoring progress, and evaluating outcomes.	The setting includes access to a variety of technology tools for planning in sufficient quantities to meet the needs of all students.	The setting includes access to a wide variety of technology tools and robust access to online resources for all students simultaneously.

The Technology Integration Matrix was developed by the Florida Center for Instructional Technology at the University of South Florida College of Education and funded with grants from the Florida Department of Education. For more information, visit <http://mytechmatrix.org>.