The ISTE Classroom Observation Tool (ICOT®) is a free online tool that provides a set of questions to guide classroom observations of a number of key components of technology integration. ICOT was developed by staff and consultants in the Education Leadership Department at the International Society for Technology in Education (ISTE) with support from Hewlett-Packard Company. For free access to the ICOT software and online tools, visit http://www.iste.org/icot.

1. Setting

Date: ___________________________ School: ___________________________

Project/Program: ___________________________ Site Code: ___________________________

Observer: ___________________________ Teacher: ___________________________

Grade: ___________________________ Subject: ___________________________

#Students: __________ Observation Start time: __________ End time: __________

*(You can track technology use by three-minute intervals throughout the observation using the three-minute chart at the end of this form.)*

2. Room description and student characteristics:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. Student groupings (check all observed during the period):

___ Individual student work

___ Small groups

___ Student pairs

___ Whole class

___ Other (please comment):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
4. Teacher roles (check all observed during the period):

___ Lecturing
___ Interactive direction
___ Discussion
___ Other (please comment):

___ Facilitating/Coaching
___ Modeling

5. Learning activities (check all observed during the period):

___ Creating presentations
___ Research
___ Information analysis
___ Writing
___ Other (please comment):

___ Test taking
___ Drill and practice
___ Simulations
___ Hands-on skill training

6. How essential was technology to the teaching and learning activities?

___ 1. Not needed; other approaches would be better.
___ 2. Somewhat useful; other approaches would be as effective.
___ 3. Useful; other approaches would not be as effective.
___ 4. Essential; the lesson could not be done without it.

Comment:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
7. Technologies used by teacher (check all observed during the period):

<table>
<thead>
<tr>
<th></th>
<th>Calculator</th>
<th></th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CD-ROM</td>
<td></td>
<td>Science Probe</td>
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<tr>
<td></td>
<td>Database</td>
<td></td>
<td>Shared Editor (wiki)</td>
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<tr>
<td></td>
<td>Desktop Computer</td>
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<td>Simulation</td>
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<tr>
<td></td>
<td>Digital Camera</td>
<td></td>
<td>Spreadsheets</td>
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<tr>
<td></td>
<td>Drill/Practice</td>
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<td>Tablet Computer</td>
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<tr>
<td></td>
<td>E-mail</td>
<td></td>
<td>Video Camera</td>
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<td></td>
<td>Graphics</td>
<td></td>
<td>Videoconferencing</td>
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<td></td>
<td>Handheld Computer</td>
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<td>Web Authoring</td>
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<td></td>
<td>Laptop Computer</td>
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<td>Web Browser</td>
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<td></td>
<td>Library Database</td>
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<td>Web Log</td>
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<td></td>
<td>Outliner</td>
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<td>Word Processing</td>
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<td></td>
<td>Podcast</td>
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___ Other (please comment):

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8. Technologies used by students (check all observed during the period):

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<th>Presentation</th>
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</table>

___ Other (please comment):

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9. NETS Teacher Standards Addressed:

___ 1A.1. operating system procedures
___ 1A.2. routine hardware and software problems
___ 1A.3. content-specific tools
___ 1A.4. productivity tools
___ 1A.5. multimedia tools
___ 1A.6. interactive communication tools
___ 1A.7. curriculum-based presentations/publications
___ 1A.8. curriculum-based collaborations
___ 1A.9. appropriate technology selected
___ 2A.1. developmentally appropriate learning activities
___ 2A.2. technology-enhanced instructional strategies
___ 3A.1. learning experiences address content standards
___ 3A.2. learning experiences address student technology standards
___ 3B.1. technology supports learner-centered strategies
___ 3C.1. technology applied to develop students' higher order skills
___ 3C.2. teacher applies technology to develop students' creativity
___ 3D.1. class management facilitates engagement with technology
___ 3D.2. technology integrated as a teacher tool
___ 3D.3. technology integrated as a student tool
___ 3D.4. student grouping varied as needed to facilitate learning
___ 4A.1. student learning of subject matter assessed with technology
___ 4A.2. teacher assesses student technology skills
___ 4A.3. teacher employs a variety of assessment strategies
___ 6A.1. teacher models legal and ethical technology practices
___ 6A.2. teacher explicitly teaches legal and ethical technology practices
___ 6B.1. diverse learners enabled and empowered.
___ 6D.1. safe and healthy use of technology promoted
___ 6E.1. equitable access to technology for all students.

Comments:

__________________________________________________________________________________________

10. Three-Minute Chart.
During each 3-minute period, was technology in use by students and/or teachers, and was the time spent with technology used for teaching and learning (as opposed to recreation or routine tasks such as boot-up and log-on)?

<table>
<thead>
<tr>
<th>Technology in use:</th>
<th>.00-.03</th>
<th>.03-.06</th>
<th>.06-.09</th>
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<th>.45-.48</th>
<th>.48-.51</th>
<th>.51-.54</th>
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<td>In use by students</td>
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<td>In use by teacher</td>
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</table>

11. Estimated time technology used (if 3 minute chart is not used)

Total minutes technology used by students
Minutes students used for learning
Total minutes technology used by teachers
Minutes teachers used for learning