

Connecting Canvas and the Technology Integration Matrix

		LEVELS OF INTEGRATION				
		ENTRY	ADOPTION	ADAPTATION	INFUSION	TRANSFORMATION
CHARACTERISTICS OF THE LEARNING ENVIRONMENT	ACTIVE	STUDENTS				
		Students login to their Canvas course under the teacher's direction and passively read an article or watch a video pertinent to their lesson.	Students login to their Canvas course under the teacher's direction and respond to a discussion question posted by the teacher or reflects on a reading by taking a quiz that checks for understanding of the lesson in Canvas.	Students know to login to their Canvas course to engage in class discussion with classmates to meaningfully reflect on lessons and submit class assignments to summarize their learning that include the use of video and web tools.	Students login to their Canvas course to engage with classmates on discussion boards for thoughtful discussion as they need it and submit classroom projects that encourage the selection of a Web 2.0 tool to complete their work.	Students regularly login into their Canvas course to engage with classmates in thoughtful discussion, submit meaningful projects that encourage student choice and higher order thinking, and have flexibility to setup their own groups and/or collaborative documents.
		TEACHERS				
		Teacher provides directions for accessing Canvas and the task to be completed, selects the tools students will use in Canvas, and may be the only one actively using technology to setup the course content.	Teacher provides directions for accessing Canvas and the task to be completed and selects the tools students will use in Canvas to actively participate with the lesson content.	Teacher selects the tools students will use in Canvas to actively participate with the lesson content, but only needs to provide facilitation and guidance to students as they access Canvas to complete their work.	Teacher allows students to select the tools they will use in Canvas to actively participate with the lesson content while remaining flexible to contextualize student choices as they regularly use Canvas to enhance their learning.	Teacher guides and mentors students in their use of Canvas and other technologies to provide learning experiences that engage higher order thinking and that may not have been possible without technology.
	ENVIRONMENT	ENVIRONMENT				
		Environment reflects direct instruction setup by the teacher in Canvas to be received by the student.	Environment reflects direct instruction setup by the teacher in Canvas to be used by the student.	Environment reflects the regular use of Canvas to support instruction.	Environment reflects the routine use of Canvas and other technology tools to enhance instruction.	Environment reflects the flexible and routine use of Canvas to enhance instruction in a technology-rich environment.

		ENTRY	ADOPTION	ADAPTATION	INFUSION	TRANSFORMATION
C O L L A B O R A T I V E	STUDENTS					
		Students login to their Canvas course to do their work individually.	Students login to their Canvas course occasionally to respond to a discussion board post and reply to their peers around a topic set forth by the teacher.	Students login to their Canvas course and use collaborative Google Docs to plan for a group project.	Students regularly login to their Canvas course to visit their class group area, where they collaborate using discussion boards, group pages, and other group tools to communicate, plan, and complete work.	Students regularly login to their Canvas course to work together to complete assignments, provide feedback in peer reviews, collaborate in shared documents, and discuss class topics. Additionally, students connect with outside experts using technology tools inside or outside of Canvas through apps that support communication and collaboration.
	TEACHERS					
		Teacher provides directions for accessing Canvas and designs lessons where students work independently.	Teacher provides directions for accessing Canvas and encourages students to use collaboration tools like discussion boards in conventional ways.	Teacher encourages students to access Canvas to explore tools for meaningful collaboration with groups of classmates.	Teacher regularly encourages students to access Canvas to explore tools for meaningful collaboration with groups of classmates.	Teacher seeks out opportunities for students to collaborate both inside and outside the classroom using Canvas and tools that integrate with Canvas.
	ENVIRONMENT					
		Environment reflects direct instruction setup by the teacher in Canvas to be completed independently by each student.	Environment is setup by the teacher in Canvas to include basic ways for students to collaborate like discussion boards.	Environment is setup so that students can physically work together with technology tools in groups on Canvas or virtual environment is setup in Canvas to allow for easy group interaction.	Environment is setup so that students can consistently work together with technology tools in groups on Canvas.	Environment is setup so that students can consistently work together with technology tools including video and voice in groups on Canvas.

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C O N S T R U C T I V E	STUDENTS				
	Students login to their Canvas course under the teacher's direction and receive information by reading an article or watching a video pertinent to their lesson.	Students login to their Canvas course to receive information by reading an article or watching a video to activate their prior knowledge. Using that information, they begin to construct their own meaning about the topic through a discussion board or assignment in Canvas.	Students login to their Canvas course on their own to interact with a special project setup by the teacher to address a problem through exploration and inquiry. Students are allowed to choose their submission type to demonstrate their knowledge with text, video, audio, or a link to a Web 2.0 tool.	Students consistently login to their Canvas course on their own to submit assignments that encourage exploration and inquiry. Students have autonomy to decide the delivery strategy for their project submissions.	Students consistently login to their Canvas course on their own to submit assignments that encourage exploration and inquiry. Students have autonomy to decide the delivery strategy for their project submissions and are encouraged to use the tools in unconventional ways.
	TEACHERS				
	Teacher logs into Canvas to set up their course content to deliver information to students.	Teacher logs into Canvas to set up their course content to deliver information to students and determines what methods students will use in Canvas to connect prior knowledge with new information.	Teacher sets up their Canvas course content to deliver information to students and determines what methods students will use in Canvas to connect prior knowledge with new information.	Teacher allows students to select the best technology tools to construct their own knowledge and helps provide context for that use.	Teacher encourages students to use technology tools in unconventional ways that inspire higher order thinking and provides opportunities for learning that would not have been possible without technology.
	ENVIRONMENT				
	Environment displays instructional materials set up by the teacher in Canvas to be viewed by the student.	Environment displays instructional materials set up by the teacher in Canvas to be viewed by the student as well as access to tools that let students organize their own thoughts.	Environment provides regular access to tools that let students organize their own thoughts and create their own knowledge.	Environment provides regular and consistent access to tools and resources to support the needs of all students.	Environment provides regular and consistent access to a wide variety of tools and resources to support the needs of all students, including opportunities for students to publish their own contributions.
	ENTRY	ADOPTION	ADAPTATION	INFUSION	TRANSFORMATION

A U T H E N T I C	STUDENTS				
	Students login to their Canvas course to access links to their textbooks or complete assignments with directions to read from their textbook.	Students login to their Canvas course to access links to real-world resources related to their course, such as articles, Khan Academy videos, etc.	Students login to their Canvas course to access and select a variety of real-world resources in order to research a course-related topic.	Students login to their Canvas course to work on a project that ties to real-world events.	Students login to their Canvas course to work on a project that ties to real-world events, and their resulting product is shared beyond Canvas. For example, students could use student-editable wiki pages or eportfolios to build content.
	TEACHERS				
	Teacher assigns work in Canvas based on a preset curriculum that is unrelated to the issues beyond the instructional setting.	Teacher directs students to login to their Canvas course to access some limited, pre-selected resources that relate to the world outside of the classroom.	Teacher creates content in Canvas that encourages students to independently interact with community or world problems through resources and tools that the teacher selects.	Teacher creates content in Canvas that encourages students to use technology tools to connect with the outside world. The teacher allows the students to choose the tool or resources that best fits each task.	Teacher creates content in Canvas that urges students to use higher order thinking to connect with the lives of students and the world at large. Having students publish work where they have become the expert is a great way to make some of those connections.
	ENVIRONMENT				
	Environment includes resources such as textbooks, encyclopedias, or other reference websites inside the Canvas course..	Environment includes some primary source materials and selected websites with community and world information inside the Canvas course.	Environment includes access to primary source materials and websites with community and world events for students to choose from inside the Canvas course.	Environment includes access to numerous primary source materials and outside resources for students to choose from inside the Canvas course to meet all students' needs.	Environment includes robust access to numerous resources and tools inside the Canvas course for students to meaningfully interact with primary resources and the local and global communities.
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GOAL DIRECTED	STUDENTS				
	Students login to their Canvas course to access their course syllabus in order to understand and plan for work in their course.	Students login to their Canvas course and use the course modules to track their progress, leveraging the “Mark as Done” feature to keep track of where they left off.	Students login to their Canvas course and use the syllabus, to-do list, modules, and course calendar to ensure they are meeting goals and expectations.	Students login to their Canvas course, and in addition to using Canvas tools and the grades areas to track course progress, they leverage the calendar to add own their own events and reminders to stay on track.	Students login to their Canvas course, and in addition to using the calendar to add to plan for success, they also follow the assignment rubrics, reflect on learning scales, and use Canvas what-if grades to see what grades they need to earn to achieve their desired final grade.
	TEACHERS				
	Teacher sets up a syllabus in Canvas to give students directions and set course expectations and monitors student progress in the grade book.	Teacher sets up a modules in Canvas to direct students to monitor their progress by marking their work as done as they complete it.	Teacher facilitates opportunities for students to monitor their own progress using the to-do list, modules, and course calendar in Canvas.	Teacher provides a learning context in Canvas for students to regularly monitor their own progress using the to-do list, modules, the grade book, and course calendar in Canvas.	Teacher provides an environment for students to use higher order thinking as they plan, set goals, and monitor their own progress through rubrics, scales, calendar planning, and what-if grades.
	ENVIRONMENT				
	Environment includes access to basic tools in Canvas, like the syllabus, for students to plan.	Environment includes access to tools in Canvas for students to set goals, plan, and monitor progress.	Environment includes access to tools in Canvas for students to routinely set goals, plan, and monitor progress.	Environment includes access to tools in Canvas for all students to routinely and independently set goals, plan, and monitor progress.	Environment includes access to a wide variety of tools in Canvas for all students to routinely and independently set goals, plan, and monitor progress.