Stages	Teacher's Identity	Descriptions
Entry	Novice	Learning the fundamentals of using *ICT*; technical and pedagogical issues dominate
Adoption	Adopter	Successfully using *ICT* on a basic level in ways consistent with traditional teaching practices; teaching students to use computers
Adaptation	Routine user	Use *ICT* to increase productivity. More frequent and purposeful use, but little change in the didactic approach; more instructional software and open tools are being used
Appropriation	Integrated user	Can't live and work without computers; Use *ICT* "effortlessly" as a tool to achieve multiple job goals
Invention	Emerging innovator	Use *ICT* as a flexible tool in the classroom. Learning is more collaborative, interactive and customized; new teaching and learning practices emerge

(Adapted from Sandholtz & Reilly, 2004, p.491)

Table 1: Stages of Instructional and Identity Evolution in *ICT-Enhanced* Classrooms