# Technology Standards Rubric – Name Monica Chuppetta

Review Date 1 October 20, 2011 Review Date 2 July 2, 2013 Review Date 3\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Section I

| **Approaches Standard** | **Meets Standard** | **Exceeds Standard** | **Grade** |
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| **A. Research**  Being able to understand and apply educational technology research is an important part of being a technology facilitator. Throughout your program, you read a variety of research articles and have access to many sources of research. As educational technology is constantly changing, you should complete the program with the ability and desire to find new research about current and emerging technologies in the schools and apply that to your own teaching and help other teachers apply it to their teaching. This will help you keep up to date with best practices and use technology most effectively to improve student learning. | | | |
| * Demonstrate an awareness of major research findings and trends related to the use of technology in education to support integration throughout the curriculum. | * **Use and apply major research findings and trends related to the use of technology in education to support integration throughout the curriculum.** * **Engage in ongoing planning of lesson sequences that effectively integrate technology resources and are consistent with current best practices and major research findings for integrating the learning of subject matter and student technology standards.** | * Engage in independent research about the effectiveness of technology in education to support integration throughout the curriculum. This research must include a literature review that demonstrates an awareness of major findings in educational technology. * Apply the results of research findings from your independent research to your own lesson planning. * Engage in ongoing planning of lesson sequences that effectively integrate technology resources and are consistent with current best practices and major research findings for integrating the learning of subject matter and student technology standards. | Rev. 1  Not Met  Rev. 2  Not Met  Rev. 3  \_\_\_\_\_\_ |
| **B. Integration of Technology into the Curriculum**  Integration of technology into the curriculum has the most direct impact on student learning. You should have a firm grasp of how to plan lessons that use technology effectively to improve student learning. | | | |
| * Demonstrate an awareness of how technology can be used to align to district, state, and national content and technology standards. * Demonstrate an awareness of how to create developmentally appropriate lessons and curriculum units that integrate technology. * Demonstrate an awareness of methods and strategies for teaching concepts and skills that support integration of most of the following: technology productivity tools, technology communication skills, research tools, multimedia elements, multimedia authoring tools, and distance learning tools and systems. | * **Engage in ongoing planning of lesson sequences that integrate technology with district, state, and national content and technology standards.** * **Engage in ongoing planning of developmentally appropriate lesson sequences and curriculum units that integrate technology.** * **Engage in ongoing planning of lesson sequences that use methods and strategies for teaching concepts and skills that support most of the following: integration of technology productivity tools, technology communication skills, research tools, multimedia elements, multimedia authoring tools, and distance learning tools and systems.** | * Analyze the effectiveness of lesson sequences that integrate technology with district, state, and national content and technology standards. * Analyze the effectiveness of developmentally appropriate lesson sequences and curriculum units that integrate technology. * Analyze the effectiveness of lesson sequences that use methods and strategies for teaching concepts and skills that support integration of technology productivity tools, technology communication skills, research tools, multimedia elements, multimedia authoring tools, and distance learning tools and systems. | Rev. 1  Approaches  Rev. 2  Meets  Rev. 3  \_\_\_\_\_\_ |
| **C. Technology Resources**  Being a technology facilitator requires the ability to use technology resources, find new resources, and find ways to acquire new resources that are compatible with the standards used in your school. | | | |
| * Demonstrate an awareness of technology systems, resources, and services that are aligned with district and state standards. | * **Identify and locate technology resources for your classroom and your school and evaluate them for accuracy and suitability based on district and state standards.** * **Demonstrate an awareness of grant-writing/fundraising opportunities to obtain technology resources for your school.** | * Identify and locate technology resources for your school and evaluate them for accuracy and suitability based on district and state standards. * Engage in a process of grant-writing/fundraising to obtain technology resources for your school. | Rev. 1  Meets  Rev. 2  \_\_\_\_\_\_  Rev. 3  \_\_\_\_\_\_ |
| **D. Managing the Technology-Rich Classroom**  Managing a classroom that uses technology can be a challenge. You should have a variety of strategies for managing the technology itself as well managing students in a technology-rich learning environment. | | | |
| * Develop an awareness of methods and classroom management strategies for teaching technology concepts and skills in individual, small group, classroom, and/or lab settings. * Develop an awareness of the management of technology resources within the context of learning activities. | * **Use methods and classroom management strategies for teaching technology concepts and skills in individual, small group, classroom, and/or lab settings.** * **Develop and implement a variety of strategies to manage student learning in a technology-enhanced environment.** | * Analyze methods and classroom management strategies for teaching technology concepts and skills in individual, small group, classroom, and/or lab settings. * Analyze a variety of strategies to manage student learning in a technology-enhanced environment. | Rev. 1  Approaches  Rev. 2  Meets  Rev. 3  \_\_\_\_\_\_ |
| **E. Social, Legal, and Ethical Issues**  As a technology facilitator, you must understand the importance of both teachers and students behaving legally and ethically and providing a safe and healthy environment for student learning with technology. This includes having an understanding of current issues, such as copyright laws and cyberbullying, as well as finding ways to be connected to emerging issues. | | | |
| * Develop an awareness of legal and ethical behaviors among students, colleagues, and community members regarding the use of technology and information. * Demonstrate an awareness of copyright laws related to use of images, music, video, and other digital resources in varying formats. * Demonstrate an understanding of classroom procedures that guide safe and healthy use of technology and that comply with legal and professional responsibilities. * Demonstrate an understanding of classroom and school-wide management techniques, policies, and procedures that ensure equitable access to technology resources for all students and teachers. | * **Enforce legal and ethical standards among your students regarding the use of technology and information.** * **Develop lessons embedded into your curriculum that teach responsible and copyright-compliant use of images, music, video, and other digital resources in varying formats.** * **Enforce classroom procedures that guide safe and healthy use of technology and that comply with legal and professional responsibilities.** * **Create school-wide policies and procedures that promote safe and healthy use of technology, including physical and emotional safety.** * **Create classroom and school-wide policies and procedures that ensure equitable access to technology resources for all students and teachers.** | * Create school-wide rules, policies, and procedures for ensuring legal and ethical use of technology and information. * Analyze the effectiveness of rules, policies, procedures, and lessons that support the legal and ethical use of technology and information. * Develop school-wide rules, policies, and procedures for compliance with copyright laws related to the use of images, music, video, and other digital resources in varying formats. * Implement school-wide policies and procedures that promote safe and healthy use of technology, including physical and emotional safety. * Implement classroom and school-wide policies and procedures that ensure equitable access to technology resources for all students and teachers. | Rev. 1  Meets  Rev. 2  \_\_\_\_\_\_  Rev. 3  \_\_\_\_\_\_ |
| **F. Technology for Diversity**  Technology can be a powerful tool for affirming cultural diversity. As a technology facilitator, you should be mindful of the variety of technologies that increase global understanding and affirm cultural diversity. | | | |
| * Demonstrate an understanding of the use of technology that addresses their social needs and cultural identity and promotes their interaction with the global community. * Identify capabilities and limitations of current and emerging technology resources that affirm diversity. | * **Facilitate students’ use of technology that addresses their social needs and cultural identity and promotes their interaction with the global community.** * **Select and apply current and emerging technology resources to affirm diversity and address cultural and languages differences.** | * Analyze and recommend appropriate technology resources to enable and empower learners to address their social needs and cultural identity and promote their interaction with the global community. * Recommend appropriate technology resources to affirm diversity and address cultural and language differences. | Rev. 1  Meets  Rev. 2  \_\_\_\_\_\_  Rev. 3  \_\_\_\_\_\_ |
| **G. Technology for Diverse and Special Needs**  Technology can facilitate the needs of special needs students through adaptive and assistive technology and differentiated instruction. As a technology facilitator, you should understand these tools, use them in your classroom as needed, and be able to work with other teachers to use these tools as needed. | | | |
| * Demonstrate an understanding of the use of technology for differentiated instruction. * Demonstrate an awareness of technology and technology-related methods and strategies that support the needs of diverse learners including adaptive and assistive technology. | * **Select and apply appropriate technology resources for differentiated instruction to enable and empower learners with diverse backgrounds, characteristics, and abilities.** * **Use technology and technology-related methods and strategies that support the needs of diverse learners including adaptive and assistive technology** | * Analyze and recommend appropriate technology for differentiated instruction resources to enable and empower learners with diverse backgrounds, characteristics, and abilities. * Identify, classify and recommend adaptive/assistive hardware and software for students and teachers with special needs and assist in procurement and implementation. | Rev. 1  Meets  Rev. 2  \_\_\_\_\_\_  Rev. 3  \_\_\_\_\_\_ |
| **H. Instructional Design**  Well-designed instruction and learning environments are a key factor in student learning. You should have a strong grasp of instructional design principles for a technology-rich environment. | | | |
| * Demonstrate an awareness of specific instructional design principles. | * **Plan and implement technology-based learning activities that include an understanding of specific instructional design principles.** | * Demonstrate a continued commitment to planning and implementing learning activities that include an understanding of instructional design principles. | Rev. 1  Meets  Rev. 2  \_\_\_\_\_\_  Rev. 3  \_\_\_\_\_\_ |

**Review #1**

For I.A., you have looked at some best practices in distance education and come up with a brief description of some best practices, you have not demonstrated that you have explored research literature or applied that research to your planning. Perhaps, you have some research you have explored from ED670.

For I.B., you have done a good job integrating technology into the lessons your presented, but I don't see any references to standards in these lessons (bullet point 1).

For I.C., this works because your grant paper not only describes funding sources but also specific resources that those funding sources can be used to obtain.

For I.D., a password chart is a useful management tool, especially for kindergarten, but it doesn't begin to address the first bullet point.

For I.H., I have hesitated to assign "Meets" for this standard with the distance education paper, but looking through your paper, you do seem to follow a broader instructional design process so this qualifies for "Meets."

**Review #2**

For I.A., you do not have any research that relates to technology.

Section II

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| **Approaches Standard** | **Meets Standard** | **Exceeds Standard** | **Grade** |
| **A. Assessment with Technology**  You should have an understanding of technology tools that aid teachers and schools in assessing student learning and using assessment data to improve instruction and student learning. | | | |
| * Develop an awareness of technology tools to collect, analyze, interpret, represent, and communicate data for the purposes of instructional planning and school improvement. | * **Use technology tools to collect analyze, interpret, represent, and communicate data for the purposes of instructional planning and school improvement.** * **Use results from assessment measures to improve instructional planning, implementation of learning strategies, and to maximize student learning.** | * Analyze methods and facilitate the use of strategies to assess student learning of subject matter using a variety of assessment techniques. * Analyze methods and facilitate the use of strategies to improve learning and instruction through the evaluation and assessment of artifacts and data. | Rev. 1  Meets  Rev. 2  \_\_\_\_\_\_  Rev. 3  \_\_\_\_\_\_ |
| **B. Assessment of Technology**  When technology is used by students in the classroom, methods of assessment of student learning might be different. You should be able to demonstrate an understanding of a variety of methods of assessment that are appropriate for assessing student use of technology and student learning from products created with technology. | | | |
| * Develop an understanding of a variety of evaluation strategies for evaluating the student creation of technology products and the process used to create the products. | * **Use a variety of evaluation strategies for evaluating student-created technology products.** * **Guide students in applying self and peer assessment tools to critique student-created technology products and the process used to create the products.** | * Analyze the effectiveness of self, peer, and teacher assessment tools and strategies for evaluating student-created technology products. | Rev. 1  Not Met  Rev. 2  Approaches  Rev. 3  \_\_\_\_\_\_ |

**Review #1**

For II.B., I look forward to your submission for this item.

**Review #2**

This looks like a great project. You just need to add a little bit about how you evaluated their technology work.Section III

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| **Approaches Standard** | **Meets Standard** | **Exceeds Standard** | **Grade** |
| **A. Staff Development**  In the above standards, you demonstrate an understanding of using technology yourself. As a technology facilitator, you must be able to create learning environments to enable other teachers to use technology effectively. | | | |
| * Of the ten areas above, choose at least five, and demonstrate that you have engaged in group planning with other teachers or teacher candidates to create lessons, learning activities, or units of study that take into account each of those areas. | * **Of the ten areas above, choose at least five, and demonstrate that you have created a program of staff development that engages other teachers in each of those areas.** * **Provide resources to teachers in your school and/or district that effectively help them in each of the areas chosen in the first bullet point.** | * Of the ten areas above, choose at least five, and demonstrate that you have created a program of staff development that engages teachers in each of those areas and have analyzed the program for its effectiveness. * Provide resources to teachers in your school and/or district that effectively help them in each of the areas chosen in the first bullet point, and collect and analyze information about the value of those resources. | Rev. 1  Not Met  Rev. 2  I.B. Approaches  I.C. Meets  I.D. Meets  I.G. Meets  II.A. Approaches  Rev. 3  \_\_\_\_\_\_ |
| **B. Reflection**  A technology facilitator is constantly working to improve instructional practice to facilitate student learning. Continual reflection is a key to continual improvement. | | | |
| * Reflect on professional practice to make informed decisions regarding the use of technology in support of student learning. | * **Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.** | * Continually evaluate professional practice to make informed decisions regarding the use of technology in support of student learning and demonstrate several areas in which you have used evaluation and reflection to improve instruction. | Rev. 1  Meets  Rev. 2  \_\_\_\_\_\_  Rev. 3  \_\_\_\_\_\_ |

## Review #2

For III.A./I.B., I'm sure you met this, but there isn't enough detail to be able to tell. You can either add more detail here, or point to parts of your internship portfolio when you hand that in.

For III.A./II.A., you talked about your team sat to discuss data but not how you did staff development in this are.