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| Assessment Rubric #3 Technology Design In-service |
| The School Technology Design Plan artifacts include: | Standards Addressed |
| School Technology Plan which includes cognitive adaptations for all learners within your school setting, Plan is to be delivered using a presentation application such as PowerPoint, SlideRocket, or Prezi. | TF – I.A, B, C, D; TF-II.A., TF-II.C., TF-II.E., TF-III.A., TF-III.E., TF-IV.B., TF-IV.C, TF-V.A., TF-V.C., TF-V.D., TF-VI.A., TF-VI.B., TF-VI.C., TF-VI.D., TF-VI.E., TF-VII.A., TF-VII.B., TF-VII.C., TF-VII.D.Conceptual Framework: HQ, CP, DS; SOE Outcomes:1,2,3; Dispositions: 1,2,3,4,5,6,7,8; Diversity Proficiencies: 1,2,3,4 |

**Total Points: 240**

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| ISTE and State Standards | Expert – 20  | Meet – 10  | Approach – 0  | [combine w/first column] |
| **Listing of ISTE NETS-T and State Standards.**TF-II.C; TF-III(*Technology Unit*)  | Accurate strategic analysis and reporting of ISTE NETS-T Standards with commentary as to the pros and cons of their use in the setting | Accurate strategic analysis and reporting of ISTE NETS-T Standards | Inaccurate analysis and reporting of ISTE NETS-T StandardsorNot included. | TF-II.C; TF-III |
| **Professional Communication**Communicates with professional peers providing resources teachers(*PD Plan*) | Efficiently provides resources to peers.  | Uses online tools and resources for managing and communicating with peers and other professionals in other countries. | Is unfamiliar with online tools and resources that would be useful for communicating with peers and other professionals in other countries. | TF-II.A, TF-II.E |
| **Professional Communication**Communicates with professional peers providing feedback to teachers.(*PD Plan and Mid-Unit Reflections*) | Efficiently provides resources to peers.  | Uses online tools and resources for managing and communicating with peers and other professionals in other countries. | Is unfamiliar with online tools and resources that would be useful for communicating with peers and other professionals in other countries. | TF-II.A |
| **Assessment**Analysis of the effectiveness of the technological implementation.(*Technology Unit and PD Plan*) | Developed subject area and technology benchmarks across the curriculum. Has consulted with other professionals on school assessment. | Developed subject area and technology benchmarks across most of the curriculum.Has consulted with other professionals on school assessment. | No assessments included. | TF-II.C, TF-IV.A |
| **Description of identified district/school setting**Description of school populations (*Technology Plan*) | Description of various student populations, SOE factors, etc. described | Description of several technological, population, SOE factors described | Not included | TF-III.A, TF-III.E |
| **Identifying and evaluation of teaching methods and strategies employed in instructional setting.**(*Technology Unit*) | Numerous aspects of instruction identified, evaluated. | Aspects of instruction identified, evaluated. | No analysis done or barren observationsorNot included | TF-IV |
| **Student Inquiry and research**Resources which promote student inquiry (*Technology Unit*) | Highly developed opportunities forStudent research through rich resources within and outside the school | Developed opportunities for students in their research through rich resources within and outside the school | Few or no developed opportunities for students in their research | TF-IV.B |
| **Documentation**Create a digital portfolio(*Technology Unit*) | Portfolio is organized with a multimedia authoring program, incorporating digital sound and video is converted to digital format and ***uploaded to the IUS Box Account***  | All documents are in digital file formats, using word processing or other commonly-used software, and stored in IUS Box | All documents are in paper format. Some portfolio data may be stored in video format orNot included | TF-IV.C |
| **Recommendations**An in-depth discussion and analysis of the classroom’s current and future educational technology needs(*Technology Plan*) | In-depth and insightful comments and observations | Several in-depth and insightful comments and observations | None or frivolous recommendations | TF-V.A |
| **Professional Development**Implementation of a professional in-service to teaching peers(*PD Plan*) | Provided technology a richly developed multidimensional in service to other teachers which includes a richly developed picture of what an innovative educational setting and student experience. | Provided technology a partially developed multidimensional in-service to other teachers which includes a developed picture of an educational setting and student experience. | No in-service presented. | TF-VITF-VIII.C |
| **Description of district/school’s technology policies. Description of school and school district technology policies which effect the classroom and student learning**(*Technology Unit*) | Description of District and school technological policies described and evaluated for effectiveness | Description of school technological policies described | Not included  | TF-VII.B |
| **Technology Integration**Creation of a thorough technology plan for a classroom(*Technology Plan and Technology Unit*) | Vision for Educational technologies and resources are current, forward thinking, and integrated throughout the curriculum. | Vision for Educational technologies and resources are current and integrated throughout the curriculum. | Vision for Educational technologies and resources are not included. | TF-VIII.D |