

Technology Integration Rubric

2.0

| <p><i>Updated, Feb, 2015</i></p> | <p>Substitution (1.0) The teacher directs students in the conventional & procedural use of technology tools</p> | <p>Augmentation (2.0) The teacher facilitates students in exploring & independently using technology tools</p> | <p>Modification (3.0) The teacher provides the learning context & the students choose the technology tools to achieve the outcome.</p> | <p>Redefinition (4.0) The teacher encourages the innovative use of technology tools. Technology tools are used to facilitate higher order learning activities that may not have been possible without using the technology.</p> |
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| <p>Active Students are actively engaged in using technology as a tool rather than passively receiving information from the technology.</p> | <p>The teacher may be the only one actively using technology. This may include using presentation software to support delivery of a lecture. The teacher may also have the students complete "drill and practice" activities on computers to practice basic skills, such as typing. The teacher controls the type of technology and how it is used. The teacher may be pacing the students through a project, making sure that they complete each step in the same sequence with the same tool. http://goo.gl/mnax3S (Secondary Science)</p> | <p>The teacher chooses which technology tools to use and when to use them. Because the students are developing a conceptual and procedural knowledge of the technology tools, the teacher does not need to guide students step by step through activities. Instead, the teacher acts as a facilitator toward learning, allowing for greater student engagement with technology tools. http://goo.gl/Kfrb0c (3-5 SS)</p> | <p>The teacher guides, informs, and contextualizes student choices of technology tools and is flexible and open to student ideas. Lessons are structured so that student use of technology is self-directed. http://goo.gl/18PQx4 (MS ELA)</p> | <p>The teacher serves as a guide, mentor, and model in the use of technology. The Teacher encourages and supports the active engagement of students with technology resources. The teacher facilitates lessons in which students are engaged in higher order learning activities that may not have been possible without the use of technology tools. The teacher helps students locate appropriate resources to support student choices. http://goo.gl/avUTpw (5th grade Math)</p> |
| <p>Collaborative Students use technology tools to collaborate with others rather than working individually at all times.</p> | <p>The teacher directs students to work alone on tasks involving technology. The teacher directs students in the conventional use of technology tools for working with others. http://goo.gl/dlji6W (3-5 ELA)</p> | <p>The teacher provides opportunities for students to use technology to work with others. The teacher selects and provides technology tools for students to use in collaborative ways, and encourages students to begin exploring the use of these tools. http://goo.gl/MVQqUW (3-5 Science)</p> | <p>Teacher encourages students to use technology tools collaboratively. http://goo.gl/DUMeGK (3-5 Math)</p> | <p>The teacher seeks partnerships outside of the setting to allow students to access experts and peers in other locations, and encourages students to extend the use of collaborative technology tools in higher order learning activities that may not have been possible without the use of technology tools. http://goo.gl/TzZpjL (6-12 SS)</p> |
| <p>Constructive Students use technology tools to connect new information to their prior knowledge rather than passively receive information.</p> | <p>The teacher uses technology to deliver information to students. The teacher provides some opportunities for students to use technology in conventional ways to build knowledge and experience. The students are constructing meaning about the relationships between prior knowledge and new learning, but the teacher is making the choices regarding technology use. http://goo.gl/Ntlagn (Elem. Math)</p> | <p>The teacher has designed a lesson in which students' use of technology tools is integral to building an understanding of a concept. The teacher gives the students access to technology tools and guides them to appropriate resources. http://goo.gl/fm0ADj (MS Science)</p> | <p>The teacher consistently allows students to select technology tools to use in building an understanding of a concept. The teacher provides a context in which technology tools are seamlessly integrated into a lesson, and is supportive of student autonomy in choosing the tools and when they can best be used to accomplish the desired outcomes. http://goo.gl/v13rg8 (9-12 ELA)</p> | <p>The teacher facilitates higher order learning opportunities in which students regularly engage in activities that may have been impossible to achieve without the use of technology tools. The teacher encourages students to explore the use of technology tools in unconventional ways and to use the full capacity of multiple tools in order to build knowledge. http://goo.gl/9Bn91N (9-12 SS)</p> |
| <p>Authentic Students use technology to link learning to the world beyond the instructional setting rather than working on decontextualized assignments.</p> | <p>The teacher assigns work based on a predetermined curriculum unrelated to the students or issues beyond the instructional setting. The teacher directs students in the conventional use of technology tools for learning activities that are sometimes related to the students or issues beyond the instructional setting. http://goo.gl/N4u0yR</p> | <p>The teacher creates instruction that purposefully integrates technology tools and provides access to information on community and world problems. The teacher directs the choice of technology tools but students use the tools on their own, and may begin to explore other capabilities of the tools. http://goo.gl/08Ln0F (6-8 Science)</p> | <p>The teacher encourages students to use technology tools to make connections to the world outside of the instructional setting and to their lives and interests. The teacher provides a learning context in which students regularly use technology tools and have the freedom to choose the tools that, for each student, best match the task. http://goo.gl/hk9Nfn (3-5 SS)</p> | <p>The teacher encourages innovative use of technology tools in higher order learning activities that support connections to the lives of the students and the world beyond the instructional setting. http://goo.gl/NJw0Q (9-12 Science)</p> |
| <p>Goal-Directed Students use technology to set goals, plan activities, monitor progress, and evaluate results rather than simply completing assignments without reflection.</p> | <p>The teacher directs students step by step in the conventional use of technology tools to either plan, monitor, or evaluate an activity. For example, the teacher may lead the class step by step through the creation of a KWL chart using concept mapping software. http://goo.gl/bRW4Zm (3-5 Math)</p> | <p>The teacher selects the technology tools and clearly integrates them into the lesson. The teacher facilitates students independent use of the technology tools to set goals, plan, monitor progress, and evaluate outcomes. For example, in a given project, the teacher may select a spreadsheet program that students use independently to plan and monitor progress. The teacher may provide guidance in breaking down tasks. http://goo.gl/zDvmfM (4th ELA)</p> | <p>The teacher creates a learning context in which students regularly use technology tools for planning, monitoring, and evaluating learning activities. The teacher facilitates students' selection of technology tools. http://goo.gl/tjR6X4 (MS Science)</p> | <p>The teacher creates a rich learning environment in which students regularly engage in higher order planning activities that may have been impossible to achieve without technology. The teacher sets a context in which students are encouraged to use technology tools in unconventional ways that best enable them to monitor their own learning. http://goo.gl/8c8hNE (MS ELA)</p> |