

**Rubric for Effective Teacher Technology Use (Organized by the Four Domains of Danielson’s Teaching)**

**Teacher:** \_\_\_\_\_

**Domain 1: Planning and Preparation**

Technology-related competencies in this domain:

	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1. The teacher uses online resources, including professional social networking sites, to stay current on the latest research and best practices in his or her field.</b>	The teacher reviews information online, discusses it with colleagues, but practice is minimally affected.	The teacher interacts in online networks with professionals. Teaching reflects what has been learned from those interactions.	The teacher creates and shares innovative content and teaching practices with other professionals online.
<b>2. The teacher is aware of the characteristics net generation” of learners and their relationship with technology and uses this information to design engaging activities.</b>	The teacher uses technology to present information in a one-to-many learning environment.	The teacher uses technologies to offer students a variety of resources to learn and solve problems.	The teacher asks students to use technology resources of their choosing to learn and solve problems every day in class.
<b>3. The teacher determines the technology skill level of students, knows the expected competencies for productivity and research, and finds means of remediation of individual students when needed.</b>	The teacher knows individual skill levels, but moves on according to predetermined lesson plans.	The teacher has appropriate expectations of students based on their technology skill levels. Creates separate predetermined pathways for low and high skilled students.	The teacher uses formative assessments to gauge student skill development and provides flexible pathways, including student choice, for all learners.
<b>4. The teacher uses adaptive and adoptive technologies with students with special needs.</b>	The teacher uses technologies based on IEP requirements.	The teacher uses technologies to meet the special needs of students with and without IEP requirements.	The teacher empowers students with special needs to be independent.
<b>5. The teacher establishes appropriate goals for technology applications for students.</b>	The teacher establishes technology goals that are not related to curricular content.	The teacher establishes clear quality criteria that apply the technology in a context. Students know what is expected of the products they create with technology.	The teacher asks students to create quality criteria related to technology use.
<b>6. The teacher knows, accesses, and uses digital resources provided by the state</b>	The teacher uses school-provided technology for	The teacher uses school-provided technology for	The teacher provides leadership in the use of school-

<b>and district, including productivity tools, online teaching and reference materials, and textbook supplemental materials.</b>	learning during technology units during the school year.	learning in all units during the school year and complements school-provided resources with carefully chosen external resources.	provided technologies.
<b>7. The teacher designs learning activities that use the technology resources available.</b>	The teacher creates learning activities with technology that focus on lower-order thinking skills.	The teacher creates learning activities with technology that enable students to learn independently, to be creative, and to think critically.	The teacher creates learning activities with technology that enable students to learn independently, to be creative, and to think critically about issues relevant to their own lives.
<b>8. The teacher uses online resources to provide instructional materials at differing levels and subjects to meet individual student abilities, needs and interests.</b>	The teacher uses some online resources that meet the needs of students with special needs.	The teacher uses a variety of online resources to meet the needs of a range of student ability groups.	The teacher asks students to find and assess online resources that can meet their abilities and needs.
<b>9. Assessment criteria of student work include qualitative indicators of effective technology production.</b>	The teacher addresses technology use in summative assessments.	The teacher clearly lists qualitative indicators of technology use and shares these indicators with the student when the assignment is given.	The teacher and students collaboratively create qualitative indicators of technology use.

## Domain 2: The Classroom Environment

Technology-related competencies in this domain:

	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1. The teacher interactions online follow the same guidelines as face-to-face interactions.</b>	The teacher follows rules of professional conduct when online.	The teacher acts professionally and positively with all stakeholders online and articulates online behavior expectations of students.	The teacher models positive interactions face-to-face and online. Students can formulate and articulate their own set of online communications rules.
<b>2. The teacher demonstrates an enthusiasm for educational technology and its uses.</b>	The teacher participates in the required educational application of digital tools.	The teacher speaks positively to students and fellow staff about educational technology use with students.	The teacher, in addition to demonstrating district-offered and district-trained digital technologies, finds resources to use on his or her own and seeks ideas from students.
<b>3. The teacher uses technology to provide a wider audience for student work. Appropriate safety and privacy efforts are made.</b>	The teacher periodically publishes student work according to district guidelines.	The teacher regularly publishes student work according to district guidelines and actively elicits feedback from readers and viewers outside the school.	The teacher helps students build portfolios of published work and understand digital reputation management.
<b>4. The teacher helps students use technology in the revision process of their creative efforts.</b>	The teacher allows students to revise digital versions of their work, adding suggestions for improvement in comments.	The teacher asks students to revise digital versions of their work on the basis of the teacher's onl comments.	The teacher requires students to revise digital versions of their work on the basis of the teacher's onl comments.
<b>5. The teacher uses technology to facilitate peer editing of student work.</b>	The teacher allows students to revise digital versions of their work on the basis of online peer review and comments.	The teacher asks students to revise digital versions of their work on the basis of online peer review and comments and provides clear guidelines for online peer-editing.	The teacher encourages students to find ways to help improve each
<b>6. The teacher has rules and expectations for productive technology use in the classroom, including the use of personally owned technology devices.</b>	The teacher's technology use in the classroom is stated.	The teacher has clear guidelines for appropriate use of technology in the classroom. Lessons leverage the technology available, reducing	The teacher gives students input into classroom technology rules.

		inappropriate use.	
<b>7. The teacher uses the student information system efficiently, resulting in minimum use of class time for management tasks.</b>	The teacher accurately and regularly inputs data into the student information system.	The teacher accurately, regularly, and efficiently inputs data into the student information system and has established reasonable student expectations of when data will be available.	The teacher demonstrates leadership by sharing effective practices with fellow staff members to help them improve their student information system efficiency.
<b>8. The teacher monitors student technology use and responds to misbehavior if it occurs.</b>	The teacher monitors and responds to student technology use as needed.	The teacher monitors and responds to student technology use as needed and addresses appropriate technology use on a regular basis.	The teacher creates a classroom environment in which active, positive uses of technology result in a minimal need for monitoring.
<b>9. The teacher arranges the technology in the classroom for ease of monitoring and flexible use.</b>	The teacher can easily view the screens of classroom technologies that are permanently installed.	The teacher can move around the room easily, view the technology, and interact with students face-to-face. Classroom rules enable the teacher to view personal technologies (laptops, tablets, cell phones).	The teacher arranges the classroom for flexible movement, group collaboration, and independent work with technology.

### Domain 3: Instruction

Technology-related competencies in this domain:

	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1. The teacher gives students alternate means of discussion and asking questions using technologies to bring out the ideas of all students.</b>	The teacher allows students to e-mail or post comments and questions related to classroom content from outside class.	The teacher occasionally uses student response systems, online polls, back-channel tools, and other technology tools during class to stimulate discussion and feedback.	The teacher regularly uses technology tools during class to stimulate discussion and feedback and encourages students to use these tools in presentations to the class.
<b>2. The teacher allows students to initiate discussions in online forums such as classroom blogs, discussion lists, and social networking sites.</b>	The teacher allows students to use teacher-created online forums (website, blog, wiki, Facebook group) as an option for reflection and discussion.	The teacher encourages students to use teacher-created online forums for reflection and discussion.	The teacher requires students to use teacher-created online forums for reflection and discussion. Students initiate thoughtful discussions with their peers.
<b>3. The teacher expects and reinforces appropriate student interaction when using online tools.</b>	The teacher establishes basic guidelines for online interactions on the basis of the school's acceptable use policy and shares these with students.	The teacher establishes basic guidelines for online interactions, shares these with students, regularly discusses the guidelines, and responds when the guidelines are not followed.	The teacher works to create online environments in which are self-regulating and develop personal standards of appropriate use.
<b>4. The teacher uses technology to create and project visual and auditory data that help explain content and concepts.</b>	The teacher uses a LCD/LED projector to show slideshows with images.	The teacher uses a LCD/LED projector to show slideshows with self-created or modified images and sound that enhance connections among the content and concepts.	The teacher demonstrates sound theories of visual and auditory design in lessons that use these media.
<b>5. The teacher uses technologies such as interactive whiteboards, student response systems, and computer games to engage students.</b>	The teacher uses technologies to passively disseminate information, to ask low-level questions, to practice only low-level skills or for rewards.	The teacher uses the interactive whiteboard in ways that engage students, including student use of the board, gaming applications, actions based on student responses, and polling.	The teacher uses a range of technologies to engage students by asking for student responses and differentiated self-directed activities.

<p><b>6. The teacher encourages students to use online resources to answer questions and explore concepts during class and teaches search and information evaluation strategies.</b></p>	<p>The teacher allows students to use online resources without providing guidance on effective searching and evaluation techniques.</p>	<p>The teacher encourages students to use online resources and helps build online research skills, resulting in quality information obtained.</p>	<p>The teacher requires students to use online resources and asks for student self-reflection on the efficacy of their research.</p>
<p><b>7. The teacher uses technology in ways that make students productive and meet the instructional goals of the lesson.</b></p>	<p>The teacher asks students to use technology to complete some assignments.</p>	<p>The teacher asks students to use technology to complete assignments that ask for problem solving and creativity on a regular basis.</p>	<p>The teacher asks students to use technology to complete assignments, investigate new means of using technology to meet class requirements, and to share those uses with the teacher and class.</p>

## Domain 4: Professional Responsibilities

Technology-related competencies in this domain:

	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1. The teacher uses online grading and reporting system to maintain information on student completion rates and shares this information through student and parent portals in real time.</b>	The teacher uses the online grading and reporting system to meet minimum district requirements.	The teacher uses the online grading and reporting system in a timely manner that enables students and parents to effectively monitor student progress.	The teacher uses the online grading and reporting system to communicate student status, with scores having meaningful links to standards and other information.
<b>2. The teacher uses online grading system portal to inform students and parents of upcoming assignments, projects, and assessments.</b>	The teacher uses the online grading and reporting system to meet minimum district requirements.	The teacher communicates upcoming assignments, projects, and assessments well ahead of completion deadlines.	The teacher communicates upcoming assignments, projects, and assessments at the beginning of the term for the entire term, adjusting as needed.
<b>3. The teacher uses the district website to provide a wide range of up-to-date information to students and parents.</b>	The teacher posts the minimum information required to meet district requirements.	The teacher posts information that, in the past, might have been sent to student homes on paper, including newsletters, permission slips, supply lists, class expectations, and so on.	The teacher posts information about online resources that support classroom goals that parents can work with their children on at home.
<b>4. The teacher uses online communication tools such as e-mail, blogging, and social networking to keep students and parents informed on a regular basis.</b>	The teacher answers e-mails from stakeholders in a timely fashion.	The teacher engages with stakeholders in a timely, positive, and productive fashion in various media.	The teacher explores and uses new forms of communication with students and parents.
<b>5. The teacher uses collaborative online tools to communicate and work with colleagues.</b>	The teacher uses e-mail to collaborate and communicate with his or her peers.	The teacher uses online tools such as Google Docs to share, create, and edit materials with peers.	The teacher uses online tools to share, create, and edit materials with peers so successfully that paper printouts are rarely used.
<b>6. The teacher volunteers to share effective uses of technology at staff meetings and inservice trainings,</b>	The teacher shares information and personal best practices when required.	The teacher willingly shares knowledge with colleagues in his or her grade level or	The teacher proactively communicates effective technology uses to his or her

<b>through professional writings and presentations, and through demonstrations to parent-teacher and community organizations.</b>		department.	building, district, and other professionals beyond the district.
<b>7. The teacher participates in both organized and personal learning opportunities online.</b>	The teacher participates in assigned learning opportunities.	The teacher is a self-directed learner who participates in learning opportunities that align with personal, building, and district initiatives.	The teacher uses technology to build a network of colleagues for acquisition and sharing of current information about best teaching practices.
<b>8. The teacher honors and learns from students who have technology competencies and knowledge.</b>	The teacher uses students to help troubleshoot and solve classroom technology problems.	The teacher accepts information about and input regarding the use of technology from students.	The teacher actively seeks information about and input regarding the use of technology from students and incorporates student ideas in his or her professional practice.
<b>9. The teacher keeps an open but critical mind about technology uses.</b>	The teacher uses technologies after other teachers in their building have demonstrated their successful use.	The teacher is willing to explore new technologies when requested and shares his or her successes and failures with other teachers.	The teacher is a leader in the building in selectively adopting new technologies that have the potential for improving learning.

<sup>1</sup>Danielson, C. (2007). *Enhancing professional practice: A Framework for teaching* (2nd ed.). Alexandria, VA: ASCD.

Rubric coauthored by **Doug Johnson** (doug0077@gmail.com), director of media and Technology, Mankato Area Public Schools, Mankato, Minnesota, and **Nathan Mielke** (ndmielke@gmail.com), data coordinator and instructional technology integrator, Germantown Public Schools, Germantown, Wisconsin.