

Newington Public Schools
Technology Integration Rubric--2017-18

| | Substitution <i>Technology acts as a direct tool substitute, no functional change.</i> | Augmentation <i>Technology acts as a direct tool substitute, with functional improvement.</i> | Modification <i>Technology allows for significant task redesign.</i> | Redefinition <i>Technology allows for the creation of new tasks, previously inconceivable.</i> |
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| <p>Empowered Professional: Learner Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.</p> | <p>Educators: a. Explore pedagogical approaches made possible by technology. b. Receptive to professional interests by participating in local learning networks.</p> | <p>Educators: a. Set professional learning goals to explore and occasionally apply pedagogical approaches made possible by technology. b. Pursue professional interests by participating in local learning networks. c. Utilize research that supports improved student learning outcomes.</p> | <p>Educators: a. Set professional learning goals to explore and apply pedagogical approaches made possible by technology. b. Pursue professional interests by actively participating in local learning networks. c. Stay current with research that supports improved student learning outcomes.</p> | <p>Educators: a. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness. b. Pursue professional interests by creating and actively participating in local and global learning networks. c. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.</p> |
| <p>Empowered Professional: Leader Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.</p> | <p>Educators: a. Support a shared vision for empowered learning with technology. b. Provide access to educational technology, digital content and learning opportunities.</p> | <p>Educators: a. Shape a shared vision for empowered learning with technology by engaging with education stakeholders. b. Provide access to educational technology, digital content and learning opportunities to meet the diverse needs of all students. c. Model for colleagues the identification and exploration of new digital resources and tools for learning.</p> | <p>Educators: a. Shape and advance a shared vision for empowered learning with technology by engaging with education stakeholders. b. Provide for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students. c. Model for colleagues the identification, exploration, and evaluation of new digital resources and tools for learning.</p> | <p>Educators: a. Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders. b. Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students. c. Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning</p> |
| <p>Empowered Professional: Citizen Educators inspire students to positively contribute to and responsibly participate in the digital world.</p> | <p>Educators: a. Encouraging learners to make positive and socially responsible contributions. b. Establish a learning culture of the utilization of online resources. c. Expose students to safe, legal and ethical practices with digital tools and the protection of intellectual rights and property. d. Promote management of personal data.</p> | <p>Educators: a. Create experiences for learners to make positive and socially responsible contributions. b. Establish a learning culture that promotes curiosity and utilization of online resources. c. Expose students to safe, legal and ethical practices with digital tools and the protection of intellectual rights and property. d. Promote management of personal data and protect student data privacy.</p> | <p>Educators: a. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online. b. Establish a learning culture that promotes curiosity and critical examination of online resources. c. Educate students in the safe, legal and ethical practices with digital tools and the protection of intellectual rights and property. d. Promote management of personal data and digital identity and protect student data privacy.</p> | <p>Educators: a. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community. b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency. c. Mentor students in the safe, legal and ethical practices with digital tools and the protection of intellectual rights and property. d. Model and promote management of personal data and digital identity and protect student data privacy.</p> |

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| <p>Learning Catalyst: Collaborator Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.</p> | <p>Educators: a. Collaborate with colleagues to utilize learning experiences that leverage technology. b. Collaborate with students to use new digital resources. c. Use collaborative tools to expand students' learning experiences. d. Communicates with students, parents and colleagues via technology.</p> | <p>Educators: a. Collaborate with colleagues to create learning experiences that leverage technology. b. Collaborate with students to discover and use new digital resources. c. Use collaborative tools to expand students' authentic, real world learning experiences by engaging with teams and students, locally. d. Has awareness for cultural competency when communicating via technology with students, parents and colleagues.</p> | <p>Educators: a. Collaborate with colleagues to create authentic learning experiences that leverage technology. b. Collaborate and co-learn with students to discover and use new digital resources. c. Use collaborative tools to expand students' authentic, real world learning experiences by engaging with experts, teams and students, locally. d. Demonstrate cultural competency when communicating via technology with students, parents and colleagues.</p> | <p>Educators: a. Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology. b. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues. c. Use collaborative tools to expand students' authentic, real world learning experiences by engaging virtually with experts, teams and students, locally and globally. d. Demonstrate cultural competency when communicating via technology with students, parents and colleagues and interact with them as co-collaborators in student learning.</p> |
| <p>Learning Catalyst: Designer Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.</p> | <p>Educators: a. Use technology to create learning experiences. b. Design learning activities that use digital tools and resources. c. Apply instructional design principles to promote digital learning environments that support learning.</p> | <p>Educators: a. Use technology to create and adapt learning experiences that foster independent learning. b. Design learning activities that align with content area standards and use digital tools and resources. c. Apply instructional design principles to promote digital learning environments that engage and support learning.</p> | <p>Educators: a. Use technology to create, adapt and personalize learning experiences that foster independent learning. b. Design authentic learning activities that align with content area standards and use digital tools and resources. c. Explore and apply instructional design principles to promote innovative digital learning environments that engage and support learning.</p> | <p>Educators: a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs. b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning. c. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.</p> |
| <p>Learning Catalyst: Facilitator Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students.</p> | <p>Educators: a. Foster a culture where students are aware of their learning goals and outcomes with technology. b. Promote the use of technology. c. Utilize digital learning opportunities for students to solve problems. d. Promote and communicate ideas, knowledge or connections via technology.</p> | <p>Educators: a. Foster a culture where students create their learning goals and outcomes with technology. b. Promote the use of technology and student learning strategies in digital platforms. c. Create digital learning opportunities that challenge students to solve problems. d. Promote creativity and creative expression to communicate ideas, knowledge or connections via technology.</p> | <p>Educators: a. Foster a culture where students take ownership of their learning goals and outcomes with technology in an independent setting. b. Manage the use of technology and student learning strategies in digital platforms. c. Create digital learning opportunities that challenge students to use a design process and computational thinking to solve problems. d. Model creativity and creative expression to communicate ideas, knowledge or connections via technology..</p> | <p>Educators: a. Foster a culture where students take ownership of their learning goals and outcomes with technology in both independent and group settings. b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field. c. Create digital learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems. d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections via technology.</p> |
| <p>Learning Catalyst: Analyst Educators understand and use data to drive their instruction and support</p> | <p>Educators: a. Promote an awareness of an alternative way for students to</p> | <p>Educators: a. Provide an alternative way for students to demonstrate competency</p> | <p>Educators: a. Provide alternative ways for students to demonstrate competency on their</p> | <p>Educators: a. Provide alternative ways for students to demonstrate competency and</p> |

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| <p>students in achieving their learning goals.</p> | <p><i>demonstrate competency on their learning using technology.</i></p> <p><i>b. Use technology to implement a variety of formative and summative assessments that accommodate learner needs.</i></p> <p><i>c. Use assessment data to guide progress.</i></p> | <p><i>on their learning using technology.</i></p> <p><i>b. Use technology to implement a variety of formative and summative assessments that accommodate learner needs and inform instruction.</i></p> <p><i>c. Use assessment data to guide progress and communicate with parents and education stakeholders.</i></p> | <p><i>learning using technology.</i></p> <p><i>b. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs and inform instruction.</i></p> <p><i>c. Use assessment data to guide progress and communicate with students, parents and education stakeholders.</i></p> | <p><i>reflect on their learning using technology.</i></p> <p><i>b. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.</i></p> <p><i>c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.</i></p> |
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