

Standards I - VI, Themes I – VI ~ Continuous Improvement Continuum: Technology Rubric

	One	Two	Three	Four	Five
A P P R O A C H	Technology planning and decision making is haphazard. No quality plan or processes exist. Data and research regarding effective and effective uses of technology are not used.	Limited technology planning begins. The cohort member uses technology to gather data regarding students, staff, community needs, and other program requirements. External support to design the plan is sought.	Development of a personal technology plan is achieved and communicated. It has clearly defined goals. Goals and a plan for meeting needs is explicitly defined.	A focused and integrated technology plan and process is placed into action. Technologies are selected which support personal learning to meet the ISSL Standards and for problem-based learning activities.	Cohort member has access to, and uses, a variety of technologies to extend and to expand personal learning. Cohort member is fully engaged in gathering information from multiple sources and is able to use a variety of skills to identify information that is accurate and useful. Technology is connected to all work and is used in real-time applications.
I M P L E M E N T A T I O N	Cohort member is offered applications and training, but resources are used with little, if any distinction. The cohort member does not use technology to improve information-gathering skills, as means of reporting data, or for managing systems. Expertise and input is not sought. The cohort member does not chose to learn technology skills.	More and varied technology training is offered. Cohort member begins researching software programs to support learning and data gathering, and to meet the standards. Cohort member begins to monitor progress and to use specific software in classroom or in assigned work to improve skills.	Cohort member learns appropriate applications. Support is provided for cohort member by the AEA or by other cohort members. Cohort member evidences use of technology to improve a variety of skills and to improve the knowledge, skills, and disposition in each of the standards. Distance-learning technologies and multi-media applications are used when appropriate.	Cohort member routinely uses a variety of technologies. Cohort member communicates and collaborates with mentors and cohort group members regarding effective strategies for meeting ISSL Standards and problem-based learning activities. The cohort member regularly completes analysis of student learning for IPLA use and for classroom use.	There is seamless integration of technology into all of the standards. Technology is used comprehensively to improve the work of the program and into the classroom. The technology plan is fully implemented and continuously evaluated for effectiveness in improving personal thinking and learning. Cohort member supports other cohort members in using technology.
R E S U L T S	Technology is not integrated into the work of the cohort member, and is viewed as an “add-on.” Cohort member believes that use of technology does not impact personal learning.	Technology is viewed by cohort member as a means to improve and to enhance learning, and as a method to provide support in reporting data and completing course work, as well as support own classroom management and learning strategies. Cohort member requests more training to meet personal needs.	Technology begins to support cohort member learning and to improve personal work. Technology is necessary. Cohort member feels supported in the learning process. Distance learning technologies (with mentors and cohort groups) are used to support personal learning.	Evidence indicates that achievement by cohort member in use of technology is increasing, with integration of technology into the standards. Cohort member morale is improving. Cohort member skills are developing including better information processing, communication and collaboration. Cohort member routinely uses distance technologies to locate and to share information.	Technology is used consistently with on-going and sustained support from experts within and outside building. Cohort member implements technology in the classroom(s) and can determine how technology meets not only personal needs, but also the needs of students. Cohort member enjoys learning new uses of technology.