Technology Integration Rubric

	Initiating	Developing	Demonstrating
Attitudes	• Teacher is not sure that technology will enhance their teaching or their students' learning, but tries to integrate nonetheless. • Teacher is fearful of change.	• Teacher has some positive experiences with technology and begins to see its potential to enhance their teaching and to enhance student learning. • Teacher occasionally shares practices with other teachers.	• Teacher has had many positive experiences with technology integration. • Teacher is a champion of technology integration. • Teacher frequently shares practices among teachers.
IT Fluency	• Teacher uses technology primarily for presentation or demonstration purposes. • Teacher begins to use technology for interactive student activities. • Teacher uses online access to information from within school. • Teacher uses technology for professional and personal use, such as Microsoft Office software or e-mail.	• Teacher sometimes uses technology for both presentation and interactive student activities (communication, production, collaboration). • Teacher uses online access to information from within school and from home, or from other settings. • Teacher uses technology for personal and professional use, such as MS Office, e-mail, and some Web 2.0 technologies.	• Teacher regularly uses technology for both presentation and interactive student activities (communication, production, collaboration). • Teacher uses online access to information from within school and from home, or from other settings. • Teacher uses technology for personal and professional use such as MS Office, e-mail, and is comfortable with different Web 2.0 technologies.
Planning and Instructional Design	• Teacher is comfortable with the Common Instructional Framework and is starting to plan lessons that have a technology component. • Teacher is somewhat comfortable with the Common Instructional Framework, but has started to plan lessons with technology components.	• Teacher is comfortable with the Common Instructional Framework and has planned some lessons that integrate technology. • Teacher most often chooses technologies appropriate to their activity and need. • Teacher begins to evaluate effectiveness of technology	• Teacher integrates technology seamlessly within the Common Instructional Framework. • Teacher regularly uses technologies to support higher-level learning objectives. • Teacher chooses technologies appropriate to their activity and need. • Teacher encourages students to

	• Teacher may choose technologies appropriate to their activity and need, or may choose a technology tool they are most comfortable using even if it is not the best tool for their goals and objectives. • Teacher begins to evaluate effectiveness of technology integration in informal ways, such as conversations with students or colleagues.	integration in more formal ways. • Teacher begins to use technology to support higher-level learning objectives. • Teacher begins to involve students in identifying ways of using technology to achieve curricular objectives. • Teacher begins to encourage students to choose and use technology appropriate to their tasks.	choose and use technology appropriate to their tasks. • Teacher involves students in identifying a range of ways of using technology to achieve curricular objectives. • Teacher evaluates effectiveness of their lesson.
Classroom Management	• Teacher provides detailed instruction around technology use and expectations around technology use. • Teacher heavily monitors technology use so students are on task. • Teacher struggles with technological glitches. • Teacher begins to identify students who are proficient in the technology tools. • Teacher asks students to wait before moving forward on a task until everyone is at the same place.	• Teacher sometimes provides instruction around technology use, but expectations of technology use begin to become the norm. • Teacher sometimes monitors technology use and most students are on task. • Teacher sometimes struggles with technological glitches. • Teacher begins to ask students who are more proficient to help other students. • Teacher begins to allow students to go at their own pace.	• Teacher is comfortable with all of the possible issues that may arise. • Teacher's expectations around technology use have become a class norm. • Teacher is comfortable with students taking the lead in helping with issues. • Teacher facilitates learning with technology giving students ownership over their own learning process. • Teacher is comfortable with students being at different places in the assignment using different tools to solve the same problem.

This rubric was informed by:
"Assessing Technology Integration." *Northwest Educational Technology Consortium*. NETC, 2005. Web. <http://www.netc.org/assessing/home/integration.php>.
"Technology Integration Matrix." Florida Center for Instructional Technology, College of Education, University of South Florida, 2009. Web. <http://fcit.usf.edu/matrix/index.html>.
"Technology Integration Rubric." Norman Public Schools, 22 Sept. 2003. Web. <http://www.norman.k12.ok.us/092/integrationrubric.htm>.