

Rubric for Student Learning & Creativity

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

Performance Indicator	Beginning	Developing	Proficient	Transformative
a. promote, support, and model creative and innovative thinking and inventiveness	research and discuss ways students can use digital tools and resources to enhance creative and innovative thinking and to develop and express their understandings of knowledge and concepts.	facilitate creative thinking and inventiveness by modeling thought processes and creating visual representations of concept development and problem solving.	enable students to demonstrate creative thinking, construct knowledge, and develop innovative products and processes by promoting and supporting these activities and modeling related knowledge, skills, and attitudes.	regularly engage with students as lead learner in creative thinking activities and inspire students to explore complex issues, generate new ideas, create and critique original works, and develop and evaluate new products and processes.
b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources	develop technology-based learning activities to engage students in critical thinking, creativity, and authentic problem solving centered on real-world issues.	involve students in researching real-world problems and issues and evaluating diverse solutions using digital tools and resources.	facilitate activities that engage students in planning and managing research projects focused on real-world issues, in applying critical thinking to solve authentic problems, and in selecting appropriate digital tools and resources to accomplish and enhance the process.	regularly involve students in learning experiences that require identifying and defining authentic questions and problems, planning for and managing their research, and using multiple processes and perspectives to discover, propose, and evaluate multiple solutions.
c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes	demonstrate the use of collaborative tools to promote student reflection, planning, and creative thinking.	facilitate and support student use of collaborative tools to reflect on and clarify their own thinking, planning, and creativity.	engage students in reflecting on and clarifying their own thinking, planning, and creative processes, in correcting misconceptions, and in using meta-cognitive thinking strategies with collaborative tools and environments.	involve students in ongoing examination and evaluation of their own thinking, planning, and creativity. Encourage learners to articulate and share their thinking with others through technology-enhanced team work.
d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments	research and identify strategies for facilitating knowledge construction and creative thinking in either face-to-face or virtual environments.	facilitate knowledge construction, creative thinking, and collaborative interaction by engaging in learning with students, colleagues, and others in either face-to-face or virtual environments.	model knowledge construction and creative thinking by working collaboratively with individuals and groups, contributing to learning both face-to-face and virtually.	model knowledge construction and creative thinking in a variety of face-to-face and virtual learning environments and situations by engaging in real-world problem solving with students, peers, and experts.

Rubric for Digital-Age Learning Experiences & Assessments

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

Performance Indicator	Beginning	Developing	Proficient	Transformative
a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity	explain how existing learning resources could be designed or adapted to include students' use of technology tools to research and collect information online and to create a digital product.	adapt or create learning experiences that include students' use of technology tools to research and collect information online and to create a report, presentation, or other product.	design and customize technology-enriched learning experiences that engage students in developing research questions about real-world issues or problems, proposing and evaluating multiple creative solutions, and presenting a report to an audience, either face-to-face or virtually, for feedback.	engage students in collaborative learning challenges where they research global problems. Guide learners to select a specific problem to investigate, create research questions, select and employ strategies, and determine best solutions. Students use technology tools to present their results and share information for application in a real-world setting.
b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress	research and discuss ways in which technology resources enable students to explore questions and issues of individual interest and to plan and manage related research.	select and demonstrate the use of technology resources that enable students to explore questions and issues of individual interest and to plan, manage, and assess their own learning.	facilitate the use of technology resources to enable students to pursue questions and issues of individual interest, to identify and manage learning goals, to record reflections, and to assess their progress and outcomes.	enable students to independently use technology resources to manage their own learning goals, plan learning strategies, and evaluate their progress and outcomes.
c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources	research and design learning activities that use digital tools and resources to address a variety of learning styles, work strategies, abilities, and developmental levels.	customize technology-based materials to address the learning styles, work strategies, abilities, and developmental levels of individual students.	facilitate student learning by recognizing preferred learning styles, work strategies, abilities, and developmental levels of students. Develop and use specific strategies that incorporate digital tools and resources to effectively differentiate learning experiences.	identify and develop with students personalized learning experiences aligned with preferred learning styles, work strategies, and abilities.
d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching	select examples of technology-based formative and summative assessments and demonstrate how they can be used to inform learning and teaching.	develop and conduct technology-based formative and summative assessments to inform learning and teaching.	provide students with multiple and varied opportunities to demonstrate their learning, and make data-based decisions to customize and adapt future learning opportunities aligned with content and technology standards.	engage students in the development and analysis of formative and summative assessments to adjust teaching and learning for increased success.

Rubric for Digital-Age Work & Learning

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

Teachers:

Performance Indicator	Beginning	Developing	Proficient	Transformative
a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations	select and use hardware and software best suited to particular learning experiences and plan student learning experiences that appropriately use these tools.	plan, manage, and facilitate students' understanding and use of hardware and software best suited to particular learning experiences.	demonstrate and model efficient and effective use of a variety of digital tools and resources, select tools and systems best suited to accomplish teaching, learning, and assessment activities, and transfer this knowledge to new technologies and situations.	engage with students in collaborative exploration of emerging technologies and investigate together how these tools can be used in real world situations to solve problems. Involve students in identifying and solving common hardware and software problems that occur in everyday use.
b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation	explore and demonstrate digital tools and resources for communicating and collaborating with students and other stakeholders to share information and establish a connection between school and home environments.	communicate and collaborate with students and other stakeholders to share information and to support creativity, innovation, and improved learning outcomes.	effectively communicate and collaborate with students, peers, parents, and community members using a variety of digital tools to support student learning, problem solving, and the production of original works.	employ a variety of digital environments and media to collaborate with project teams or learners of other countries and cultures to produce original works or solve shared problems.
c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats	research and demonstrate effective use of digital resources for communicating with students, parents, and peers.	communicate relevant information and ideas to students, parents, and peers using multiple digital media and formats.	select and use the most relevant, facilitative, and effective media for communicating specific types of information and ideas to students, parents, and peers.	evaluate and use a variety of digital tools, resources, and media to communicate information and ideas to a global audience, demonstrating cultural understanding.
d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning	identify and discuss the effective use of current and emerging tools and resources to locate, analyze, evaluate, and use information resources for research and learning.	demonstrate the use of current digital tools to locate, analyze, evaluate, and apply information resources to support and disseminate student research and learning strategies.	model and facilitate effective use of current and emerging digital tools and resources to locate, analyze, evaluate and use information resources to support research and learning for themselves and for students.	use current and emerging digital tools and resources efficiently and effectively to deepen knowledge of information fluency and its application to teaching and learning and share results with students, parents, and colleagues.

Rubric for Digital Citizenship & Responsibility

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

Performance Indicator	Beginning	Developing	Proficient	Transformative
a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources	research and apply effective practices for the safe, ethical, legal and healthy use of technology and the responsible care and handling of hardware, software, and information resources.	model acceptable use policies for technology resources including strategies for addressing threats to security of technology systems, data, and information.	advocate, model, and teach safe, legal, and ethical use of technology and information, including copyright, privacy issues, and cyberbullying, and security of systems, data, and information.	engage students in developing a system for promoting and monitoring safe, legal, and ethical use of digital information and technology and for determining a system for addressing misuse of technology resources.
b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources.	investigate issues related to equitable access and develop strategies for managing technology to address students' diverse learning styles and developmental levels.	apply strategies to address the diverse needs of learners, including access to hardware, curriculum software, and online resources.	facilitate equitable access to digital tools and resources, use learner-centered strategies, and employ features of universal access and assistive technologies to meet the diverse needs of learners.	examine and research issues related to equitable access to technology in school, community, and home environments including identification and use of assistive technologies to meet the diverse needs of students.
c. promote and model digital etiquette and responsible social interactions related to the use of technology and information	demonstrate digital etiquette and identify how social interactions can support student learning and responsible use of technology.	model correct and careful use of digital resources and inform learners of consequences for misuse.	promote proper use of digital technology, and discuss ethical issues, digital etiquette, and real-world examples of appropriate and inappropriate uses of digital tools and resources.	engage learners in researching the responsibilities related to the use of digital tools and resources and the consequences of misuse in a global information society. Work collaboratively with students in the development of policies and procedures for responsible use of technology and information resources.
d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools	demonstrate the use of communication and collaboration tools for developing students' awareness of various cultures.	provide opportunities for students to apply communications technology resources to interact with students or experts from other communities and other countries.	involve students in opportunities to develop cultural understanding and global awareness through digital-age communications and collaboration projects with students from other countries.	engage students in collaborative research and publication with students and experts from other countries to develop global cultural understanding.

Rubric for Professional Growth & Leadership

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

Performance indicator	Beginning	Developing	Proficient	Transformative
a. participate in local and global learning communities to explore creative applications of technology to improve student learning	explore and discuss attributes of local and global learning communities where teachers can explore creative applications of technology to improve student learning.	develop plans for using local or global learning communities to explore creative applications of technology that improve student learning.	actively participate in local and global learning communities to exchange and implement ideas and methods related to creative applications of technology to improve student learning.	help develop and sustain local and global learning communities to exchange ideas and methods related to creative applications of technology and to enhance the effective use of technology for learning.
b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others	identify and evaluate local and global visions of technology infusion, ways of participating in shared decision making and community building, and strategies for developing the technology skills of others.	demonstrate leadership for implementation of the school/district vision for technology infusion by applying it in their own learning environment.	adopt a shared vision of technology infusion appropriate for the educational environment, work cooperatively with others in decision making, and contribute to the development of leadership and technology skills in others.	participate in developing a vision for technology infusion in the school and the wider community, advocate for its adoption, help facilitate shared decision making, and promote the development of leadership and technology skills in others.
c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning	investigate and reflect on research and professional practice for using digital tools and resources to support student learning needs.	develop technology-based learning plans that integrate current research and promising professional practices for using digital tools and resources in support of student learning.	regularly evaluate and reflect on current research and apply promising practices for using existing and emerging tools and resources in support of student learning.	contribute to the effective use of technology to enhance teaching and learning by conducting action research, evaluating the outcomes, and sharing the results locally and globally.
d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community	identify strategies for contributing to the effectiveness, vitality, and self-renewal of the teaching profession and the school community.	demonstrate and discuss with colleagues the effective use of digital resources and related teaching and learning strategies to enhance student learning and the teaching profession.	actively contribute to the effectiveness, vitality, and self-renewal of the teaching profession by sharing promising practices for using technology to improve student learning with others in the school, profession, and community.	demonstrate, discuss, and present to parents, school leaders, and the larger community the impact on learning of the effective use of digital resources and the ongoing renewal of professional practice.