

# Santa Cruz County Office of Education, Alternative Education

## Technology Integration Rubrics

Criteria Standards for Teachers	Evidence
<p><b>(1) Facilitate and Inspire Student Learning and Creativity</b></p> <p>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.</p> <p><b>Expert:</b> Provides evidence for 4/4 indicators.  <b>Apprentice:</b> Provides evidence for 3/4 indicators.  <b>Novice:</b> Provides evidence for 1/4 indicators.</p>	<p><input type="checkbox"/> <b>Promote, support, and model creative and innovative thinking and inventiveness. 1.A</b>  Evidence</p> <ul style="list-style-type: none"> <li>Post lesson or assessment demonstrating creativity and innovation</li> <li>Share a reflection from a colleague describing how you are an out-of-the box thinker</li> <li>Write a 2-3 paragraph reflection describing how you repurpose tools or materials to be used in new or non-traditional ways. Share photos and/or screen shots.</li> </ul> <p><input type="checkbox"/> <b>Engage students in exploring real-world issues and solving authentic problems using digital tools and resources. 1.B</b>  Evidence</p> <ul style="list-style-type: none"> <li>Post a lesson that is inquiry-based or open-ended</li> <li>Post a lesson that is based in a real-world (authentic) context</li> <li>Post an artifact demonstrating how technology is used as a support for problem-solving (i.e., functions built into spreadsheets, research tools, digital modeling using virtual manipulatives)</li> </ul> <p><input type="checkbox"/> <b>Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning and creative processes. 1.C</b>  Evidence</p> <ul style="list-style-type: none"> <li>Share student responses to an online reflection via LMS, Google Doc, Google Form, Padlet, etc.</li> </ul> <p><input type="checkbox"/> <b>Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments. 1.D</b>  Evidence</p> <ul style="list-style-type: none"> <li>Participate in cohort sessions and/or PLCs then share a bulleted list of things you gained by participating</li> <li>Interact with students via discussion boards, PMs, etc. and share artifacts from the collaboration</li> </ul>



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<p><b>(2) Design and Develop Digital Age Learning Experiences and Assessments</b></p> <p>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 ISTE Standards for Students (See student criteria below).</p> <p><b>Apprentice:</b> Provides evidence for 3/5 indicators.  <b>Novice:</b> Provides evidence for 1/5 indicators.  <b>Expert:</b> Provides evidence for 5/5</p>	<p><input type="checkbox"/> <b><u>REQUIRED:</u></b> Facilitate application of ISTE Standards for Students by students and builds students' understanding of their abilities in relation to targets at various stages of instruction. 2.A</p> <p>Evidence</p> <ul style="list-style-type: none"> <li>Teacher has working knowledge of student standards and they are evident in artifacts</li> <li>Targets are communicated to students via anchor chart, poster, etc. – share artifact</li> </ul> <p><input type="checkbox"/> <b>Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity. 2.B</b></p> <p>Evidence</p> <ul style="list-style-type: none"> <li>Create or modify a lesson or project to fit a blended learning model</li> </ul> <p><input type="checkbox"/> <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. 2.C</b></p> <p>Evidence</p> <ul style="list-style-type: none"> <li>Student voice and choice is present in lesson design</li> <li>Students engage in reflection and activities that build metacognition and track progress toward learning goals</li> </ul> <p><input type="checkbox"/> <b>Customize and personalize learning activities to address students' diverse learning styles, working strategies and abilities using digital tools and resources. 2.D</b></p> <p>Evidence</p> <ul style="list-style-type: none"> <li>Scaffolding and/or differentiation is present in lesson design</li> <li>Learning is personalized to fit accommodations and learning preferences</li> </ul> <p><input type="checkbox"/> <b>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. 2.E</b></p> <p>Evidence</p> <ul style="list-style-type: none"> <li>Frequent formative assessment and periodic summative assessment inform next instructional steps</li> <li>Assessment methods are varied and may include student voice and choice</li> <li>Assessment data is used to inform instructional next steps</li> </ul>

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<p><b>(3) Model Digital Age Work and Learning</b></p> <p>Teachers exhibit knowledge, skills and work processes representative of an innovative professional in a global and digital society.</p> <p><b>Expert:</b> Provides evidence for 4/4 indicators.  <b>Apprentice:</b> Provides evidence for 3/4 indicators.  <b>Novice:</b> Provides evidence for 1/4 indicators.</p>	<p><input type="checkbox"/> <b>Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations. 3.A</b></p> <p>Evidence</p> <ul style="list-style-type: none"> <li>Teachers recognize common elements of app, tool, and web page design and use that knowledge as an access point to new technologies. Write a 2-3 paragraph reflection.</li> <li>Teachers work to become proficient using and troubleshooting the tools they select for use with students. Write a 2-3 paragraph reflection describing how your skills have grown.</li> </ul> <p><input type="checkbox"/> <b>Collaborate with students, peers, parents and community members using digital tools and resources to support student success and innovation. 3.B</b></p> <p>Evidence</p> <ul style="list-style-type: none"> <li>Collaboration tools such as a message board, PMs, eMail, etc. are used; share artifact</li> <li>Collaboration method matches the audience's comfort level with and access to specific tools; describe tools you use and how they match the audience</li> </ul> <p><input type="checkbox"/> <b>Communicate relevant information and ideas effectively to students, parents and peers using a variety of digital age media and formats. 3.C</b></p> <p>Evidence</p> <ul style="list-style-type: none"> <li>Collaboration tools such as a website, message board, PMs, eMail newsletter, etc. are implemented; share artifact</li> <li>Communication method matches the audience's comfort level with and access to specific tools; describe tools you use and how they match the audience</li> </ul> <p><input type="checkbox"/> <b>Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate and use information resources to support research and learning. 3.D</b></p> <p>Evidence</p> <ul style="list-style-type: none"> <li>Teacher overtly demonstrates a growth mindset through teacher talk and actions; list 3-5 of your favorite information resources used for research and describe how they are valuable to you.</li> </ul>



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<p><b>(4) Promote and Model Digital Citizenship and Responsibility</b></p> <p>Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.</p> <p>Expert: Provides evidence for 4/4 indicators. Apprentice: Provides evidence for 3/4 indicators. Novice: Provides evidence for 1/4 indicators.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 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. 4.A Evidence <ul style="list-style-type: none"> <li>● Digital Citizenship lessons; share artifacts like student work, lessons, etc.</li> </ul> </li> <li><input type="checkbox"/> Address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources. 4.B Evidence <ul style="list-style-type: none"> <li>● Digital Citizenship lessons; share artifacts like student work, lessons, etc.</li> </ul> </li> <li><input type="checkbox"/> Promote and model digital etiquette and responsible social interactions related to the use of technology and information. 4.C Evidence <ul style="list-style-type: none"> <li>● Digital Citizenship lessons; share artifacts like student work, lessons, etc.</li> </ul> </li> <li><input type="checkbox"/> Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools. 4.D Evidence <ul style="list-style-type: none"> <li>● Digital Citizenship lessons; share artifacts like student work, lessons, etc.</li> <li>● Facilitate an ePals project (or something similar)</li> </ul> </li> </ul>

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<p><b>(5) Engage in Professional Growth and Leadership</b></p> <p>Teachers continuously improve their professional practice, model lifelong learning and exhibit leadership in their school and professional communities by promoting and demonstrating the effective use of digital tools and resources.</p> <p>Expert: Provides evidence for 4/4 indicators. Apprentice: Provides evidence for 3/4 indicators. Novice: Provides evidence for 1/4 indicators.</p>	<p><input type="checkbox"/> Participate in local and global learning communities to explore creative applications of technology to improve student learning. 5.A Evidence</p> <ul style="list-style-type: none"> <li>Join a PLC or tech training and share an artifact from the collaboration</li> </ul> <p><input type="checkbox"/> 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. 5.B Evidence</p> <ul style="list-style-type: none"> <li>Write a two paragraph reflection that outlines your vision for using technology to blend learning and in assessments</li> <li>Share your method for shared decision-making and/or community-building using technology</li> </ul> <p><input type="checkbox"/> 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. 5.C Evidence</p> <ul style="list-style-type: none"> <li>Write a reflection that summarizes technology use in the classroom and connect it to research-proven strategies</li> </ul> <p><input type="checkbox"/> Contribute to the effectiveness, vitality and self-renewal of the teaching profession and of their school and community. 5.D Evidence</p> <ul style="list-style-type: none"> <li>Share 3 lessons, activities, or tools on the 1:1 Alt Ed Schoology Group. Access code: XW2MG-7QKSP</li> </ul>



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<p><b>(6) Technical Proficiency</b></p> <p>Teachers organize digital learning experiences to support diverse learners, and stakeholders.</p> <p>All Indicators Required</p>	<p><input type="checkbox"/> Create and maintain Google Apps for Education student accounts and classroom device settings. 6.A</p> <p>Evidence</p> <ul style="list-style-type: none"> <li>● Provide screenshots of all GAFE Student and Device OUs (expand the drop downs)</li> </ul> <p><input type="checkbox"/> Create and maintain student accounts in online learning programs. Train students and aides to use online learning programs. Reviews student data regularly to inform personalized learning experiences at the appropriate level for all students. 6.B</p> <p>Evidence</p> <ul style="list-style-type: none"> <li>● Provide a screenshot of your class roster in an educational online program</li> <li>● Provide documentation of differentiation based on student data</li> </ul> <p><input type="checkbox"/> Create, maintain, and update regularly a well-designed, online instructional delivery system. Train students and aides to use online learning system. 6.C</p> <p>Evidence</p> <ul style="list-style-type: none"> <li>● Provide a screenshot of your LMS, class website, or other digital instructional delivery system.</li> </ul>

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## Student Indicators

**Instruction and assessment meet targets and students track acquisition of skills and know where they are on the road to mastery.**

Criteria Standards for Students	Evidence
<b>Creativity and Innovation</b>  Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.	<input type="checkbox"/> Apply existing knowledge to generate new ideas, products or processes. <input type="checkbox"/> Create original works as a means of personal or group expression. <input type="checkbox"/> Use models and simulations to explore complex systems and issues. <input type="checkbox"/> Identify trends and forecast possibilities.
<b>Communication and Collaboration</b>  Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.	<input type="checkbox"/> Interact, collaborate and publish with peers, experts or others employing a variety of digital environments and media. <input type="checkbox"/> Communicate information and ideas effectively to multiple audiences using a variety of media and formats. <input type="checkbox"/> Develop cultural understanding and global awareness by engaging with learners of other cultures. d. Contribute to project teams to produce original works or solve problems.
<b>Research and Information Fluency</b>	<input type="checkbox"/> Plan strategies to guide inquiry.

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<p>Students apply digital tools to gather, evaluate and use information.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media.</li> <li><input type="checkbox"/> Evaluate and select information sources and digital tools based on the appropriateness to specific tasks. d. Process data and report results.</li> </ul>
<p><b>Critical Thinking, Problem Solving and Decision Making</b></p> <p>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify and define authentic problems and significant questions for investigation.</li> <li><input type="checkbox"/> Plan and manage activities to develop a solution or complete a project.</li> <li><input type="checkbox"/> Collect and analyze data to identify solutions and/or make informed decisions.</li> <li><input type="checkbox"/> Use multiple processes and diverse perspectives to explore alternative solutions.</li> </ul>
<p><b>5. Digital Citizenship</b></p> <p>Students understand human, cultural and societal issues related to technology and practice legal and ethical behavior.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Advocate and practice safe, legal and responsible use of information and technology.</li> <li><input type="checkbox"/> Demonstrate a positive attitude toward using technology that supports collaboration, learning and productivity.</li> <li><input type="checkbox"/> Demonstrate personal responsibility for lifelong learning.</li> <li><input type="checkbox"/> Exhibit leadership for digital citizenship</li> </ul>





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Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems and operations.	<input type="checkbox"/> Understand and use technology systems. <input type="checkbox"/> Select and use applications effectively and productively. <input type="checkbox"/> Troubleshoot systems and applications. <input type="checkbox"/> Transfer current knowledge to learning of new technologies.
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