

Score for Standard \_\_\_\_\_ (1.0, 1.25, 1.5, 1.75 . . .)

Sample # \_\_\_\_\_ Date Reviewed \_\_\_\_\_ Reviewed By # \_\_\_\_\_

Place an "X" over the box that best fits the description of student performance and proficiency.

**5.10 Applies technology to the delivery of standards-based instruction. (CO: 7.1) (NETS VI.A)**

Dimension	Basic -1 point	Developing -2 points	Proficient - 3 points	Advanced - 4 points	Possible Products
<b>A. Demonstrates safe and responsible use of technology in school, as well as adherence to district technology acceptable-use policies and data security plans</b>	No evidence of this dimension	Demonstrates awareness of safe and responsible use of technology and classroom procedures to implement school and district technology acceptable-use policies and data security plans through classroom assignments ( e.g: plan from district permission slip)	Follows all district policies without exceptions. Models safe and responsible uses of technology and develops classroom procedures to implement school and district technology acceptable-use policies and data security plans (For example, demonstrates safe and responsible use of computers as part of the lesson)	Anticipates problems with safe and responsible use of technology and incorporates solutions into lesson plans and procedures such as pre-teaching and reviewing safe and responsible use of computers or other technology to students on a routine basis	
<b>B. Uses suitable technology tools and resources to develop and deliver instruction, and manage various information management tasks. (CO CO 7.1.1 7.5.3 &amp; 7.1.4)</b>					
B1. Demonstrates proficient knowledge & use of technology tools, including hardware & peripherals such as presentation devices, PDA's, CD Writers, Smartboards, printers, laptop labs, Alphasmarts, scanners, digital cameras and camcorders, zip drives, et al.	No evidence of use <b>OR</b> Can only demonstrate use of computer work station in word processing	Can use at least 50% of tools listed at left in development of standards-based lessons; may require assistance	Uses tools listed at left in creation and delivery of standards based lessons with minimal assistance.	Independently uses tools that are emerging technologies in addition to those printed at left in creation and delivery of standards based lessons.	
B2. Demonstrates proficient use of educational software (to teach content - Reader Rabbit) and tools (Inspiration, HyperStudio)	No evidence of use of educational software	Can accurately review software for quality and usability	Integrates a variety of educational software into standards-based lesson plans in each area of teaching responsibility	Selects a variety of software for different purposes and needs in standards-based lessons for field experiences or student teaching	

Dimension	Basic -1 point	Developing -2 points	Proficient - 3 points	Advanced - 4 points	Possible Products
B3. Demonstrates proficient use of the Internet in planning and developing instruction.	No evidence <b>OR</b> Does not use basic Internet skills such as email, searching the web.	Evaluates Internet sites accurately for quality and usability	Demonstrates awareness of a variety of educational Internet sites and integrates them into standards-based lesson plans	Utilizes complex uses of internet for instructional purposes, for example Web Quests and online collaboration	
B4. Demonstrates proficient use of Productivity Tools such as Microsoft Office tools (e.g., word), Word Perfect, etc., in planning and delivering instruction.	No evidence <b>OR</b> Can only use productivity tools for word processing	Uses productivity tools to develop instructional materials for use with students	Embeds a variety of productivity tools into standards-based lesson plans in all areas of teaching responsibility	Embeds complex uses of productivity tools such as mail merge, tracking changes, etc. in teaching applications	
B5. Demonstrates use of productivity tools, software, & the Internet to create educational materials for use in instruction.	No evidence <b>OR</b> Can only use productivity tools for word processing	Creates educational materials and resources using at least 50% of the following: web development software and tools to develop own website, PowerPoint or other presentation software, educational software (e.g., graphics, worksheet developers), graphic & video editing tools; may require some assistance	Creates educational materials and resources using all of the following: web development software and tools to develop own website, PowerPoint and other presentation software, educational software tools, graphic & video editing tools	Uses educational software and tools in addition to those listed at left to create educational materials and in teaching activities	
<b>C. Creates and implements a plan to manage technology resources. (CO 7.1.2)</b>	No evidence of dimension	Demonstrates knowledge of the following through CSU-P classroom assignments and activities: <u>Scheduling</u> of technology, <u>Room arrangement</u> to facilitate effective tech use, <u>Environmental control</u> (sound, lighting), <u>Student work centers</u> , using technology with <u>Student demonstrations</u> , plans for <u>One vs. Multi-computer classrooms</u> use, and <u>Demonstrations vs. Hands-on applications</u> with technology (CO 7.1.2)	Develop lessons that show evidence of planning for all the following aspects of management of technology resources described at left <b>AND</b> Schedules technology labs or equipment and plans room arrangement and Environmental control (sound, lighting) to ensure student engagement and off task behavior	Documents evidence of more than one change in aspects of technology management described at left based on evaluation of previous lessons; anticipates problems and develops back-up plans.	