

Professional Performance Rubric

Sample Key Indicator and Correlating ISTE NETS for Teachers	Performance Criteria	Examples of Performance Documentation (Suggested)
<p>#1 Demonstrates technology competencies as defined by the Florida DOE.</p> <p>ISTE NETS for Teachers Performance Indicators: I.A Teachers demonstrate introductory knowledge, skills, and understanding of concepts related to technology. I.B Teachers demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.</p>	<ul style="list-style-type: none"> • Can save and move files, format disks, and perform other maintenance tasks • Knows basic computer terminology • Can install and use applications programs • Can solve routine hardware and software problems • Understands basic criteria for purchasing hardware, software, and services • Understands word processing capabilities as well as basic desktop publishing, page design, and layout principles • Has sufficient knowledge to create a grade book and make charts • Can use draw and paint programs, digital video, and digital cameras • Can import graphics and use images in presentations and publications • Can use an existing database and can organize and develop own database • Is able to send and receive messages and attachments, sort and handle emails, and embed pictures in messages • Understands mouse, keyboard, printer, and scanner • Knows how to evaluate the quality and objectivity of Web sites, and employs efficient and effective searching techniques • Is able to create simple Web pages 	<p>Course or workshop completion certificates; Professional practice artifacts produced as a result of reading or self-instruction experiences with technology</p>
<p>#2 Identifies and uses technology tools that enhance learning opportunities which are aligned with the Sunshine State Standards.</p> <p>III.A. Teachers facilitate technology-enhanced experiences that address content standards. II.C. Teachers identify and locate technology resources and evaluate them for accuracy and suitability. VI.B. Teachers apply technology resources to enable and empower learners with diverse backgrounds,</p>	<ul style="list-style-type: none"> • Technology tools are identified and located, and are appropriate for units or lessons • Instructional activities provide appropriate technology-enhanced experiences as a means to support the Sunshine State Standards • Lesson objectives and instructional activities are in alignment with appropriate content standards • Identifies technology tools that affirm diversity, support the needs of students, and address an array of issues related to a variety of cultures, backgrounds, characteristics, and abilities 	<p>A description of the rationale for inclusion of specific technology tools in unit or lesson plans; Unit and lesson plans which incorporate the use of technology tools and specifically reference the Sunshine State Standards; Student products demonstrating the teaching and learning resulting from implementation of the teaching plan</p>

<p>characteristics, and abilities.</p> <p>VI.C. Teachers identify and use technology resources that affirm diversity.</p>	<p>characteristics, and abilities</p>	
<p>#3 Models legal and ethical uses of technology.</p> <p>VI.A. Teachers model and teach legal and ethical practice related to technology use.</p> <p>VI.D. Teachers promote safe and healthy use of technology resources</p>	<ul style="list-style-type: none"> Consistently demonstrates and advocates for all legal and ethical behaviors among students, colleagues, and community members regarding the use of technology and information Displays leadership in the legal and ethical development of students, colleagues, and community members 	<p>Lessons that focus on copyright policy, illustrate appropriate citations, and model considerations of intellectual property rights and adherence to acceptable use policies; Classroom (or school) rules that address issues of privacy, security, appropriate access, and implementation of acceptable use policies; Journal entries or a classroom technology plan that addresses ideas for insuring equal access regardless of gender or academic ability</p>
<p>#4 Identifies and uses standard electronic media to provide instruction at student skill level.</p> <p>II.C. Teachers identify and locate technology resources and evaluate them for accuracy and suitability.</p> <p>III.C. Teachers apply technology to develop students' higher order skills and creativity.</p> <p>IV.C. Teachers apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.</p>	<ul style="list-style-type: none"> Developmentally appropriate levels of difficulty are considered in planning content and processes involving electronic media Electronic media are selected that include attention to diverse learning styles, special education needs, and language acquisition 	
<p>#5 Uses technology to construct teaching materials and learning activities.</p> <p>II.B. Teachers apply current research on teaching and learning with technology when planning learning environments and experiences.</p> <p>IV.A. Teachers apply technology in assessing student learning of subject matter using a variety of assessment techniques.</p>	<ul style="list-style-type: none"> Specific technology tools or techniques are used to assess subject matter learning at regular intervals A variety of technology tools or techniques are used to create lesson plans, handouts, student products, etc. 	<p>Student products demonstrating the use of technology in learning activities; Teacher-generated materials constructed with the use of technology</p>
<p>#6 Uses technology productivity tools to assist with classroom management.</p> <p>II.D. Teachers plan for the management of technology resources within the context of learning activities.</p> <p>II.E Teachers plan strategies to manage student learning in a technology-enhanced environment.</p>	<ul style="list-style-type: none"> Technology is regularly used to gather, analyzes, and report student performance data to assess subject matter learning Instructional activities outline effective classroom management techniques that facilitate appropriate active engagement with the technology resources to enhance learning 	<p>Journal reflections or reports indicating the use of technology to collect and analyze student performance data; Evidence, such as classroom observation notes, of student learning activities that show adaptation to a variety of technology-enhanced learning environments, such as one-computer classrooms, multiple workstations portable technologies, and computer labs; A description</p>

<p>III.D. Teachers manage student learning activities in a technology-enhanced environment.</p> <p>IV.B. Teachers use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.</p> <p>V.B. Teachers continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.</p>		<p>sample of a management system (such as a list of groupings and a rotation schedule for technology use, a description of management techniques)</p>
<p>#7 Teaches students to use available computers and other forms of technology as they relate to curricular activities.</p> <p>II.E. Teachers plan strategies to manage student learning in a technology-enhanced environment.</p> <p>III.D. Teachers manage student learning activities in a technology-enhanced environment.</p>		
<p>#8 Integrates authentic tasks and provides increased opportunity for independent learning for all students through the use of technology tools.</p> <p>II.A. Teachers design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.</p> <p>II.B. Teachers apply current research on teaching and learning with technology when planning learning environments and experiences.</p> <p>III.C. Teachers apply technology to develop students' higher order skills and creativity.</p> <p>VI.E. Teachers facilitate equitable access to technology resources for all students.</p>	<ul style="list-style-type: none"> • Learning experiences provide open-ended projects or assignments that foster creative opportunities for students to explore, collaborate in teams, and solve authentic and real-world problems or create new works of art or music • Instructional activities identify learner-centered strategies and select appropriate technology targeting the diverse needs of learners • Instructional activities integrate strategies in teaching content using technology as a learning tool • Incorporates technology resources in learning experiences that reinforce the positive attributes of diversity that are represented in the classroom. 	
<p>#9 Reviews, recommends, and utilizes educational software tools for instruction.</p> <p>II.C. Teachers identify and locate technology resources</p>	<ul style="list-style-type: none"> • Evaluation of curriculum software demonstrates critical analysis of their accuracy and suitability and is based upon instructional plans and appropriate student use 	

and evaluate them for accuracy and suitability.		
<p>#10 Uses and disseminates digital information to stakeholders through intranets and/or the Internet.</p> <p>V.D. Teachers use technology to communicate and collaborate with peers, parents, and the larger community to nurture student learning.</p>		
<p>#11 Participates in collaboration within the school via technology to support learning.</p> <p>V.D. Teachers use technology to communicate and collaborate with peers, parents, and the larger community to nurture student learning.</p>	<ul style="list-style-type: none"> • Uses multiple communication tools efficiently and effectively, and mentors peers and students • Consistently collaborates with peers using telecommunications and other digital media • Facilitates the communications among others 	Evidence of sustained communication (e.g., email, listservs, shared network folders, Web pages, videoconferences); Specific communications of collaboration with students, teachers, and administrators
<p>#12 Includes technology integration goals in a professional development plan.</p> <p>V.A. Teachers use technology resources to engage in ongoing professional development and lifelong learning. V.B. Teachers continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.</p>	<ul style="list-style-type: none"> • Searches out professional development opportunities that support a professional development plan as well as those that provide a preview of coming technologies to support student learning • Professional development plan identifies needs in technology and education • Technology professional development plan identifies the capabilities and limitations of current and emerging technology resources 	A professional development plan; Course or workshop completion certificates; Professional practice artifacts produced as a result of reading or self-instruction experiences with new technology; Following attendance a professional conference or workshop, evidence that plans are made to learn a new skill or to infuse a new technology to support student learning