POTTSGROVE SCHOOL DISTRICT

DiLE Rubric for Evaluating Technology-Related Teacher Practice

Adapted from *Educational Essentials Checklist for School Leaders* by Alan November

Revised as of 12/1/14

Observations	**Needs Improvement**	**Proficient**	**Distinguished**
The technology used in instruction serves to create new opportunities for teaching and learning.	Technology use not planned or implemented during instruction.	Technology use planned and implemented at Substitution, Augmentation, and/or Modification level of SAMR Model.	Technology use planned and implemented at Redifinition level of SAMR Model.
Students are thinking critically about the information they access online. They gather their content from multiple resources. They are cross-referencing information and bring in content that provides opposing or alternative points of view.	No indication students are asked to defend their choice of sources. Content gathered from limited sources. Sources limited to repetition and similar viewpoints.	Students defend their choice of sources. Content gathered from multiple sources. New media content included with traditional, peer-reviewed content. Content includes multiple perspectives.	Students explain their process and defend their choice of sources. Content gathered and synthesized using multiple sources. New media content included with traditional, peer-reviewed content. Keywords determined from previous search results. Content includes multiple perspectives, and international sources.
Boundaries of social discourse are being expanded. There is collaboration within and outside the classroom.	Interaction and feedback between student and teacher only.	Interaction and feedback includes teacher and other students in the classroom. Work may be published beyond the classroom, but feedback is not received.	Interaction and feedback includes teacher, students, other classrooms, other teachers, principals, and/or SMEs beyond the classroom walls using written feedback, new media options (blogs, Twitter, desktop video, etc.), or visitors

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School/home/community connections are forged through the instructional use of classroom technology.	Teacher web pages do not include dynamic content, or is not updated in a timely manner.	Teacher web pages include dynamic content that is updated in a timely manner. Site includes two-way communication with links for email or other manner of communication.	Teacher web pages are dynamic and updated several times a week. Additional media tools are used for interactive communication (Twitter, group text messaging tools, blogs, etc.)
Content is being developed and published to authentic audiences, not simply being consumed.	Student work submitted to teacher only.	Student work submitted/shared to peers, parents, experts, public blogs, etc. in addition to teacher.	Student work submitted/shared to a source beyond the classroom that provides review, judging, or awards.
Students are being exposed to a broad range of skills and applications (podcasts, engagement in digital storytelling activities, utilizing social bookmarks, etc.)	The classroom is characterized by traditional instructional methods, and assessment options, that have been in place for decades.	Both instruction and assessment include technology tools/resources that stretch the understanding of what text is, or how students might demonstrate understanding of a skill/concept from the UoS.	Intentional, purposeful planning includes the use of new media tools during instruction and assessment. Summative assessments usually include the option to bring all available resources to the event. New media and design principles are studied and applied like grammar and syntax skills have been in the past.
Students permitted to provide support to teachers in areas they are familiar with and technology use is not limited only to what the teacher knows.	Students are only permitted to use technology when it's planned by the teacher.	Students have access to technology tools during instruction whether it's a planned part of the activity or not. Teacher allows students to choose the appropriate technology resource to accomplish, explore, and/or demonstrate the learning goal(s).	Students have access to technology tools during instruction and assessment whether it's a planned part of the activity or not. Teacher expects students to choose the appropriate technology resource to accomplish/demonstrate the learning goal(s), and includes student recommendations before planning instruction.

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Students work in teams and individually to meet the goals and expectations set by themselves and the teacher. All team members contribute to meet the goals of the group.	•Teacher sets the learning goals, and tasks to demonstrate understanding. •Instruction is done primarily in a large group setting. •Group work does not have specific roles or responsibilities.	•Students and teachers set the learning goals and performance tasks to demonstrate understanding. •Instructional grouping is varied, and the majority is done in small groups. •Group work has specific roles and responsibilities.	•Students set the learning goals and performance tasks to demonstrate understanding with teacher's assistance. •Instructional grouping is varied, and the majority is done in small, flexible groups. Instruction regularly includes individual student conferencing. •Group work has specific roles and responsibilities, and includes authentic interdependence.
Teacher engages professional learning sessions addressing curriculum and unit planning with as much intensity as the tools being used.	•Technology becomes and end-in-itself. The instruction, grading, etc. is focused on the technology tool/resource instead of the core learning. •Grading criteria is about "bells and whistles" of the technology instead of higher level thinking and quality content.	•Core learning goals from the UoS maintain their prominence in instruction and assessment. •The technology tool/resource is used to help students demonstrate their understanding of the learning - not their proficiency with the menu commands or features of the software. •The learning goals inform the criteria for assessment.	•Core learning goals are pursued at high levels of thinking and engagement using a technology resource that affords authentic, relevant extension and/or enhancement of the core learning. •Criteria for assessment is informed by the learning goals and requires 21st century skills at high levels of cognition as illustrated in Bloom's Taxonomy or Webb's Depth of Knowledge.