**Evaluating Teacher Technology Integration**

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| **Rating →****---------------------****Category ↓** | **Beginner** | **Novice** | **Proficient**  | **Model for Others** |
| **Active**Students are actively in engaged in educational activities where technology tools are being used to help with objectives and learning.  | Few lessons incorporate the integration of technology into student practices and/or assessments. Technology use does not clearly apply to the fulfillment of learning goals. | Some lessons incorporate technology into student practices and/or assessments. Technology use is generally used to engage students in fulfilling learning goals. | Many lessons have integrated the use of technology into student practices and/or assessments. Students are engaged in fulfilling learning goals through the use of technology. | Each lesson has a technology component integrated into student practices and/or assessments. Students are engaged in fulfilling learning goals through the use of technology. |
| **Collaborative**Students use technology tools to work with others. | Students rarely use technology to share ideas or information. There is little to no collaboration between students in learning practices and/or assessments. | Students occasionally use collaboration tools, or are limited in which platforms accessible for sharing ideas and collaborating in learning practices and/or assessments. | Students have general access to various collaboration tools. Collaborating with other students is used in most applicable learning practices and/or assessments. | Students have many opportunities and/or collaboration tools for sharing ideas and collaborating with one another in learning practices and/or assessments.  |
| **Constructive**Students use technology to understand content and add meaning to their learning.  | Students’ use of technology is primarily teacher-directed.Use of technology has no connection to standards or learning targets. Student understanding and learning is rarely assessed through use of technology. Expression of learning through technology is often limited. | Students’ use of technology is often teacher-directed. The use of technology is often linked to lesson standards and learning targets.Students are occasionally assessed through use of technology. Expression of learning is limited to one type of technology. | Students’ use of technology is mostly student-directed, and is clearly linked to the lesson standards and learning targets. Students are regularly assessed through use of technology. Expression of learning is not limited to one type of technology. | Students’ use of technology is primarily student-directed, and is clearly linked to the lesson standards and targets. Students are consistently assessed through use of technology. Expression of learning is not limited to one type of technology. |
| **Goal Directed**Students use technology tools to set goals, research data, plan activities and evaluate results.  | Students get to work with technology from time to time. They can use technology to plan, monitor and evaluate activities. Actual use and application is seldom monitored.  | Students are encouraged to use technology to help set goals, plan, monitor and evaluate specific activities. General teaching monitoring takes place.  | Students regularly use technology to plan activities, set and monitor goals, and evaluate results throughout the whole curriculum. Some modeling and regular monitoring of student progress takes place.  | Students engage in all metacognitive learning, with reflection and connected purpose, supported by technology use. The teacher regularly models and monitors student progress.  |

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