**Evaluating Teacher Technology Integration**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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. |

http://www.azk12.org/tim/