

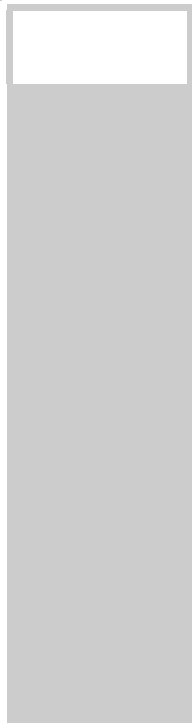
Examples of School of Education Rubrics

Assessing Teacher Technology Projects	2
Rubric for Administrative Technology Use	7
National Educational Technology Standards (NETS) for Teachers: Achievement Rubric	11
Professional Preparation Standards for Secondary Computer Science Education	

Assessing Teacher Technology Projects -- Cabrillo Tidepool Study

	Novice	Apprentice	Proficient	Expert
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				key concepts. Student learning, thinking and communication skills show improvement as a result of this use of technology.
Ethical Issues	Students do not document sources, have little or no awareness of ethical issues and are not held accountable for unethical behavior. Teacher models unethical or questionable uses of technology.	Students document sources most of the time but may be not consistent or complete. Students understand some of the ethical uses of technology. The teacher models some ethical uses of technology	Students document sources effectively and correctly. Students understand and demonstrate a range of ethical uses of technology. The teacher models ethical uses of technology.	Students document all sources effectively and correctly. Students understand, demonstrate and discuss the complexities of ethical uses of technology. The teacher consistently models ethical technology use and has designed a project or lesson to support learning about ethical issues.



Comments

Content and curricular connections
Learning goals
Use of technology
Ethical Issues
Project Design
Role of the Teacher
Instructions
Assessment

Questions

What and how did students learn? Include both intentional and unintentional lessons.
What did you learn?
What would you do differently if you were to do this project again?
What were the greatest successes of this project?
How would you improve this project?
What advice would you give a teacher contemplating a similar project?
What kinds of questions did students ask?
Where were students most often confused?
How did you address the needs of different learners in this project?
What resources were most helpful as you planned and implemented this project?

Retrieved January 10, 2008 from <http://ldt.stanford.edu/~tacyt/projectrubric.html>

Rubric for Administrative Technology Use

Doug Johnson

These rubrics are part of the *The Indispensable Teacher's Guide to Computer Skills*, 2nd edition, Linworth Publishing.

National Educational Technology Standards (NETS) or Technology Standard for School Administrators it can be correlated.

The Beginning (Basic) Rubrics have been validity tested. E-mail me if you want more information.

Self-evaluation Rubrics for Basic Administrative Technology Use (2002)

I. Personal Productivity (TSSA Standards III.B, III.D)

Level 1: I do not use a computer nor other related information technologies, nor do I expect my office staff to use such technologies. I am not aware of ways that technology can improve my productivity or the productivity of my office staff.

Level 2: I use a computer to keep a calendar to which my secretary has access; to track addresses and phone numbers of professional contacts; and to compose professional correspondence. I use technology to do routine tasks more effectively and efficiently, which gives me more time for work with staff and on long-term goals and major projects.

Level 3 I not only use technology to increase my productivity, but encourage my office staff to do so as well. All correspondence from my office looks professional. All building/district leaders use a shared calendar system for easy scheduling of meetings.

II. Information Systems Use (TSSA Standards IV.A, V.A, V.C)

Level 1: My office staff uses a stand-alone student information system to keep track of basic student data and information needed for district and state reports. Networked access is not given.

Level 2: My office uses -n1cts; andsately track stud ent information including parental

VI. Online Research and P

technology planning efforts helping make decisions about hardware acquisition, staff development in technology, and integration of technology into the curriculum. Our school and district have a model long-range plan and short-term goals for technology use that are regularly assessed and updated.

Level 3: I have a leadership role in my professional organization that stresses the effective use of technology in education. I write and speak for my fellow practitioners on technology issues.

X. Ethical Use and Policy Making (TSSA Standards VI.A, VI.B, VI.C, VI.D)

Level 1: I am not aware of any ethical or policy issues surrounding computer use.

Level 2: I clearly understand copyright and fair use issues as they apply to information technology resources. I understand the school board policy on the use of copyrighted materials. I demonstrate ethical usage of all software and let my staff know my personal stand on legal and

guidelines, including its Internet Acceptable Use Policy. I am aware of the issues as technology relates to student safety and security and the physical health and environmental risks associated with technology use. I have a personal philosophy I can articulate regarding the use of technology in education.

Level 3: I am aware of other controversial aspects of technology use including data privacy, equitable access, and free speech issues. I can speak to a variety of technology issues at my professional association meetings, to parent groups, and to the general community.

Retrieved January 10, 2008 from <http://www.doug-johnson.com/dougwri/rubric-for-administrative-technology-use.html>

**National Educational Technology Standards (NETS) for Teachers:
Achievement Rubric**

Learning Point Associates NETS for Teachers: Achievement Rubric 2
[This is the first page of an eight-page rubric.]

NETS for Teachers I	Novice	Basic	Proficient	Advanced
A. Demonstrate knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Educational Technology Standards for Students).	<p>A1. Teachers identify functions of the computer describing access, control, and use of classroom computer hardware including input devices (e.g., keyboard, track-pad, and mouse), output devices (e.g., monitors and printers), and internal and external storage options (e.g., hard drive, floppy drive, portable drive, compact disks).</p> <p>A2. Teachers describe general uses of computerbased curriculum materials; applications programs (e.g., word processor, drawing program, presentation software, e-mail); online reference materials; Internet browser; and school administrative reporting software.</p> <p>A3. Teachers identify graphical</p>	<p>A1. Teachers identify and use common peripheral devices found in the classroom (e.g., printer, monitor, scanner, digital camera, video projector) and describe how to locate information on uses, care, and basic maintenance of these classroom</p> <p>A2. Teachers describe teacher and student uses for application software; network-based curriculum resources; spreadsheets, database, and e-mail application software; and common utilities software.</p> <p>A3. Teachers identify and apply GUI menu options to select, create, edit, manage and maintain computer files on a hard drive, floppy disk, or networked location.</p>	<p>A1. Teachers compare and evaluate hardware components and software resources used to provide access to local area networked curriculum materials, Web resources, and multimedia resources (e.g., computer system, printers, monitors, video projectors, external drives, scanners, digital cameras, speakers, browsers, plug-ins, media players, movie, photo, and music utilities).</p> <p>A2. Teachers identify, describe, and solve simple hardware, software, and networking problems that occur during everyday use and know how to clearly communicate more serious technical difficulties, need for support, or technical assistance to appropriate</p> <p>A3. Teachers recognize, manage, and maintain computer files in a</p>	<p>A1. Teachers know how to connect and use common peripherals, identify and describe uses, advantages, and challenges for advanced resources (e.g., digital probes, artificial intelligence, virtual reality, simulations) and advanced network resources (e.g., compressed video, video server, video conferencing software, and Web casting).</p> <p>A2. Teachers know how to access and use help desks, online help, and user documentation to recognize common hardware or software and network problems.</p> <p>A3. Teachers select advanced utilities (e.g., compression, antivirus, spam blocker) based on specific system needs.</p>

Professional Preparation Standards for Secondary Computer Science Education

Professional studies culminating in computer science education endorsements provide studies of

Computer Science Standard VIII. (CS-VII)

Instructional Assessment. Reflection upon one's own performance as a teacher is essential for improving that performance. Thus, prospective teachers will examine and work to improve their teaching practice. Candidates will:

development. Candidates will:

1.4.4.3 Professional: The professional school counselor candidate knows, understands and implements methods to promote his or her professional development and well-being.

Performance Indicators: The professional school counselor candidate:

- participates in professional organizations
- develops and implements a professional development plan
- uses personal reflection, consultation, and supervision to promote professional growth and development

Rubrics for Pre-

Quality Indicator 1.2.2: The pre-service teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
The pre-service teacher applies knowledge of how students learn and develop to create developmentally appropriate learning opportunities that not only strengthens prior knowledge and encourages student responsibility, but also supports the intellectual, social, and personal development of all students.	The pre-service teacher demonstrates a basic knowledge of theories and principles of human development and learning (e.g., paraphrases the most major developmental and learning theorists). However, there is little or superficial evidence of using this knowledge to create developmentally appropriate instruction.	There is insufficient evidence upon which to make a determination.

Quality Indicator 1.2.3: The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Meets the Standard

Teaching Philosophy Statement Scoring Rubric

Criterion	Undocumented 0 Unacceptable	Minimal 1 Unacceptable	Basic 2 Acceptable	Proficient 3 Acceptable
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University of Minnesota Teaching Philosophy Rubric

Persuasiveness					
It is "authentic," focused on the teacher, personal	1	2	3	4	5
It gives specific examples of theories and strategies/methods used to achieve teaching and learning goals	1	2	3	4	5
It is specific to the field of study but avoids relying on trite phrases or jargon	1	2	3	4	5
It conveys a sense of the teacher's personal development / shows continuous self evaluation and improvement	1	2	3	4	5
It defines the student/teacher relationship	1	2	3	4	5
It recognizes possible problems & possible solutions	1	2	3	4	5
Their enthusiasm for teaching is evident	1	2	3	4	5
Format					

Portfolio Reflective Narrative Rubric

Areas Assessed	Undocumented 0 Unacceptable	Minimal 1 Unacceptable	Basic 2 Acceptable	Proficient 3 Acceptable	Advanced 4 Acceptable
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community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

Here are the first of these (from pages 11 and 12):

Standard	Incomplete 0 Unacceptable	Minimal 1 Unacceptable	Basic 2 Acceptable	Proficient 3 Acceptable	Advanced 4 Acceptable
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**Kentucky State University
Faculty Assessment of Teacher Candidate Dispositions**

Disposition assessment performed by: (Check one and enter your name)

___ KSU Faculty Name: _____

___ Cooperating Teacher Name: _____

Student: _____ **Date:** _____

Procedures: For each of the nine (9) KSU dispositions for teacher candidates, rate each student using the scale to the right of each stated disposition. The behavioral indicators below each disposition are included to assist you in determining the different behaviors expected of the teacher candidate for that disposition. For example, if the teacher candidate has progressed in most or all of the behaviors, the rating would be high. If the teacher candidate has progressed in few or none of the expected behaviors, the rating would be low.

Rating Scale: 0 Not Applicable 1 Not At All 2 Sometimes 3 Usually 4 Mostly

DISPOSITION	SCALE
<p>1. Is committed to the pursuit of knowledge Is committed to study and self-discipline to gain knowledge. Seeks the most current thought and modes of practice in the field of education. Maintains an open mind to new ideas. Participates in opportunities for professional development. Demonstrates a willingness to learn</p>	<p>(Circle the Number) 0 1 2 3 4</p>
<p>2. Is committed to diversity as a cardinal principle of equitable education.</p> <ul style="list-style-type: none"> • Demonstrates equitable treatment and respect for all individuals. • Exhibits a caring attitude toward others. • Accepts and adapts to differences in learning styles, intelligence, and behaviors of others. • Is open to consideration of alternative ideas. • Adapts teaching to accommodate the needs of exceptional learners. • Treats others with diverse values, languages, cultures, and traditions with respect. 	<p>0 1 2 3 4</p>
<p>3. Demonstrates respect and enthusiasm for both the practice and profession of teaching</p> <ul style="list-style-type: none"> • Believes that all children can learn. • Embraces positive attitudes and a commitment to quality education. • Builds working relationships with others in the profession. • Participates in professional organizations. (SNEA) • Approaches any professional task energetically. • Develops positive skills of leadership. 	<p>0 1 2 3 4</p>

4. Respects the a

<ul style="list-style-type: none"> • Follows high standards of honesty and truthfulness. • Refrains from the use of profane language. • Respects the ethical and moral values of the school and community. • Abides by the strictest standards of confidentiality with student records, parent communications, and collegial personal information. • Creates and maintains a safe learning environment. 	
<p>5. Actively collaborates with colleagues, parents, and students.</p> <ul style="list-style-type: none"> • Participates in group assignments, projects, or activities. • Contributes positively to group projects. • Serves as leader in group projects and workshop activities. • Designs and uses instructional collaborative activities and assessments. 	0 1 2 3 4
<p>6. Knows and utilizes effective assessment strategies.</p> <ul style="list-style-type: none"> • Knows and uses different kinds of assessments. • 	

spelling) in all written communication. • Exhibits knowledge and use of appropriate oral and written registers, formal and casual.	
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Mean Score _____

Retrieved January 10, 2008 from

http://www.kysu.edu/colleges_schools/cps/education_human_services/Teacher_Education_Handbook.pdf

**Delta State University
College of Education
Center for Rural School Leadership & Research
Doctoral Entrance Portfolio Evaluation Rubric**

	3	2	1	0
Section I. Professional Resume/Vita.	Vita contains all components required; outstanding and relevant experience in all areas (education, work history, professional associations/ activities) Vita is well-organized; evidence that candidate attends to essential detail (form and content) creating an impressive product	Vita contains all components required; experience is strong in most areas (education, work history, professional associations/ activities) Vita is well-organized; evidence that development was intentional; evidence that candidate produces a good product	Vita lacks some essential components; experience is marginal in most areas (education, work history, professional associations/ activities) Vita is	

<p>Personal and professional Goals.</p>	<p>to self-evaluation (section III) and relates to the objective of becoming a strong educator and leader; a clear plan is included to address perceived weaknesses and utilize perceived strengths; the importance of continuous self-assessment is included and well-</p> <p>process information, problem solve, and organize a specific behavioral plan for improving productivity and a method for continued self-evaluation is clear</p>	<p>self-evaluation (section III) and relates to the objective of becoming a strong educator and leader; a fairly clear plan is included to address perceived weaknesses and utilize perceived strengths; the importance of continuous self-assessment is included and addressed; candi ability to process information, problem solve, and organize a specific behavioral plan for improving productivity and a method for continued self-evaluation is fairly clear</p>	<p>to self-evaluation (section III) and relates to the objective of becoming a strong educator and leader; a vague plan is included to address perceived weaknesses and utilize perceived strengths; the importance of continuous self-assessment is marginally included and addressed;</p> <p>o process information, problem solve, and organize a specific behavioral plan for improving productivity and a method for continued self-evaluation is minimally clear</p>	<p>to self-evaluation (section III) and vaguely relates to the objective of becoming a strong educator and leader; a plan to address perceived weaknesses and utilize perceived strengths is vague or absent; the importance of continuous self-assessment is not included or</p> <p>ability to process information, problem solve, and organize a specific behavioral plan for improving productivity and a method for continued self-evaluation is vague or absent</p>
<p>Section V. Statement of purpose for pursuing doctoral study.</p>	<p>Statement of purpose is clear, succinct and understandable; expression demonstrates superior command of the written word; clearly demonstrates strength of commitment and desire to pursue doctoral study</p>	<p>Statement of purpose is mostly well-written; expression demonstrates strong use of the written word; mostly demonstrates strength of commitment and desire to pursue doctoral study</p>	<p>Statement of purpose is fairly well-written; expression demonstrates good use of (or good potential in) the written word; moderately demonstrates of commitment and desire to pursue doctoral study</p>	<p>Statement of purpose is poorly written; expression demonstrates minimal use of (or minimal potential in) the written word; minimally demonstrates length of commitment and desire to pursue doctoral study</p>
<p>Section VI. Sample of academic writing.</p>	<p>Writing sample is appropriate for portfolio; sample is clear, succinct and understandable; expression demonstrates superior command of the written word and r</p>			

Section VI. Sample of academic writing. Rating: _____ Comments:

Section VII. Evidence of leadership ability. Rating: _____ Comments:

Section VIII. Writing Mechanics. Rating: _____ Comments:

Total Score: _____ (Sum of all section ratings)

Final Portfolio Score: _____ (Total score ÷ 8)

Retrieved January 26, 2008 from <http://www.deltastate.edu/pages/2203.asp> and lightly reformatted to fit the printed page.