

**MAT Candidate Use of Technology for Student Learning Rubric – Internship**

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| Candidate: | Candidate Signature: | Term/Year: | |
| University Supervisor: | University Supervisor Signature: | Cooperating Teacher: | Cooperating Teacher Signature: |
| School: | | | |
| Date: | | Grade Level/Subject: | |

The *Candidate Use of Technology for Student Learning Rubric* evaluates the use of technology. This rubric supplements the SCTS rubric and is to be completed in addition to the SCTS final evaluation form and the Dispositions Assessment (DA). Evaluators should familiarize themselves with the rubric at the beginning of the field or clinical experience, then complete the assessment at the end of the experience and submit it to the Department of Education. Evaluators are asked to note any areas of concern and/or improvement on appropriate forms (including the midterm evaluation form) and in conversations (informal or formal) *during the experience.* At the end of the experience, both the University Supervisor and the District Mentor/Cooperating Teacher should complete, sign, and submit a consensus evaluation form to the Department of Education and provide a copy to the candidate. The evaluators need to keep in mind that candidate access to technology, digital tools, and resources may vary by school and classroom setting and that not all lessons observed would incorporate a high level of technology. However, over the course of the experience, candidates should be able to demonstrate their ability to be a *Designer, Facilitator*, and an *Analyst* with the use of technology as described in the rubric.

While candidates should aspire to a score of 3, only truly exceptional ones will receive that score on most of the items (see rubric). Scores at the “Accomplished (3)” level indicate consistent and explicit evidence. Scores of “Emerging/Developing (2)” indicate that the candidate values and demonstrates the area and is approaching “Accomplished (3)” but needs some growth and development. Scores of “Unsatisfactory (1)” on *Candidate Use of Technology for Student Learning Rubric* may result in an Event Concern Report and may impact the recommendation for advancement to an Initial Certificate.

*Please provide rationales at the end of this document for scores of 1; rationales for scores of 2 and 3 are optional.*

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| **Item** | **Accomplished (3)** | **Emerging/Developing (2)** | **Unsatisfactory (1)** | **Score** |
| **Teacher As Learning Catalyst: Designer**  ISTE 5: *Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.*  InTASC 6, 7, 8 CAEP 1.2, 1.5  SCTS Planning domain | ·Candidate effectively designs authentic learning activities that align with content area standards using available technology, digital tools and resources to maximize active and deep learning. (5b)  ·Candidate effectively uses technology to design, adapt, and personalize learning to do the following:   * accommodate all learner variability, * personalize learning of all students, * engender independent student choice, self-direction, critical thinking, and goal setting of all students. (5a) | ·Candidate is emerging in the design of authentic learning activities that align with content area standards using available technology, digital tools and resources that result in active and deep learning. (5b)  ·Candidate is developing in the use of technology to design, adapt, and personalize learning to do one or more of the following:   * accommodate learner variability, * personalize learning, * engender independent student choice, self-direction, critical thinking, and goal setting. (5a) | ·Candidate is not able to design authentic learning activities that align with content area standards using available technology, digital tools and resources that result in active and deep learning. (5b)  ·Candidate is not able to use technology to design, adapt, and personalize learning of most students. (5a) |  |
| **Item** | **Accomplished (3)** | **Emerging/Developing (2)** | **Unsatisfactory (1)** | **Score** |
| **Teacher As Learning Catalyst: Facilitator**  ISTE 6: *Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students*  InTASC 4, 5, 7, 8  CAEP 1.2, 1.5  SCTS Instruction, Environment domain | ·Candidate effectively fosters a culture of student agency where all students can reflect on learning and assume responsibility for learning through the use of digital tools and resources in both group and independent settings in the following ways: (6a)   * in a flexible classroom setting to provide opportunities for personalized learning, student choice, and differentiation; (6b) * by recognizing and assisting students in finding the right digital tool to meet individual needs; (6b) * by creating learning opportunities that challenge students to think and problem solve; (6c) * by modeling and nurturing creativity to communicate ideas, knowledge, and connections. (6d) | ·Candidate recognizes the need for and is developing a culture of student agency where students can reflect on learning and assume responsibility for learning through the use of digital tools and resources in both group and independent settings in one or more of the following ways: (6a)   * in a flexible classroom setting to provide opportunities for personalized learning, student choice, and differentiation; (6b) * by recognizing and assisting students in finding the right digital tool to meet individual needs; (6b) * by creating learning opportunities that challenge students to think and problem solve; (6c) * by modeling and nurturing creativity to communicate ideas, knowledge, and connections. (6d) | ·Candidate is not able to develop a culture of student agency where most students can reflect on learning and assume responsibility for learning using digital tools and resources in group and/or independent settings. (6a, b, c, d) |  |
| **Teacher As Learning Catalyst: Analyst**  ISTE 7: *Educators understand and use data to drive their instruction and support students* *in achieving their learning goals.*  InTASC 6, 7, 8  CAEP 1.2, 1.5  SCTS Planning domain | ·Candidate effectively designs a variety of formal and informal assessments that capitalize on technology for the following:   * to provide immediate feedback to all students (7b) * to identify all individual student needs (7b) * to use data to engage with all students and families to guide the remediation or acceleration of student learning. (7c) | ·Candidate is emerging in the design a variety of formal and informal assessments that capitalize on technology for one or more of the following:   * to provide immediate feedback to students (7b) * to identify individual student needs (7b) * to use data to engage with students and families to guide the remediation or acceleration of student learning. (7c) | ·Candidate is not able to design a variety of formal and informal assessments that capitalize on technology to provide immediate feedback to most students, identify most individual student needs, or use data to engage with most students/families to guide remediation or acceleration of student learning. (7b, 7c) |  |

Use this space below to provide rationale for scores of 1; Identify areas of growth within the rubric for scores of a 2 (optional):