Appendix K - COE Technology Competence Rubric

	Unsatisfactory	Basic	Proficient	Distinguised
Learners' Needs	Technology is selected without considering learners' needs and abilities.	Technology is used that meets the needs of most students.	Uses technology to create learning experiences that foster independence and meet all learners' needs and abilities.	Uses technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
Content Standards	Content standards are not reference prior to selecting technology tools.	Technology integration is motivated by content standards.	Technology integration is aligned with content standards.	Designs authentic learning activities that align with content area standards and uses digital tools and resources to maximize active, deep learning.
Innovation	Does not incorporate innovative digital learning environments that engage and support learning.	Incorporation of innovative digital learning environments is minimal or has minimal effect on practice.	Uses innovative digital learning environments that support learning for all students.	Explores and applies instructional design principles to create innovative digital learning environments that engage and support learning for all students.
Technology Management	No connection to digital platforms, virtual environments, hands-on makerspaces or in the field.	Minimal or inefficient management of technology and student learning strategies.	Management of technology and student learning strategies is evident in digital platforms, virtual environments, hands-on makerspaces and/or in the field.	Management of technology and student learning strategies is effective and evident in digital platforms, virtual environments, hands-on makerspaces or in the field.
Learning Opportunities	Opportunities for computational thinking are absent.	Learning opportunities using a design process and computational thinking are used in problem solving.	Learning opportunities incorporating a design process and computational thinking are evident in curricula and practice.	Provides learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems creatively.
Creativity	Does not demonstrate creativity in expressing, communicating ideas, knowledge or connections.	Demonstrates interest and attempts at creative communication of ideas, knowledge or connections.	Models creativity and creative expression in communicating ideas, knowledge or connections (using technology).	Provides opportunities that nurture creativity and creative expression to communicate ideas, knowledge or connections (using technology).
Alternatives	No alternative* ways for demonstrating competency or reflecting on learning are provided to learners. * See examples below	Alternative* ways to demonstrate competency and self-reflection by the learner using technology are minimally provided. * See examples below	Alternative* ways to demonstrate competency and self-reflection by the learner using technology are mostly provided. * See examples below	Alternative* ways to demonstrate competency and self-reflect by the learner using technology effectively and appropriately provided. * See examples below
Assessment	Does not use technology in the design or implementation of assessment methods, to accommodate learners' needs or provide timely feedback.	Minimally attempts to incorporate technology into formative and summative assessments, in providing feedback to students and informing instruction.	Often incorporates technology to design into formative and summative assessments in providing feedback to students and informing instruction.	Effectively uses technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.
Communicate to Stakeholders	Does not communicate assessment results to stakeholders.	Communicates assessment results to some but not all stakeholders.	Uses assessment data to inform practice and communicates results with students, parents and other stakeholders.	Use assessment data to guide progress and to effectively communicate with students, parents and education stakeholders to build student self-direction.