

APPENDIX K: ISTE Educational Technology Standards for Teachers Metarubric

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TABLE 19: NETS-T Metrubric

I. TECHNOLOGY OPERATIONS AND CONCEPTS			
Teachers demonstrate a sound understanding of technology operations and concepts. The teacher:			
Developing (1)	Approaching (2)	Meets (3)	Exceeds (4)
Shows fragmented knowledge, skills, and understanding of concepts related to technology use as defined by ISTE	Demonstrates introductory knowledge, skills, and understanding of concepts related to technology use as defined by ISTE	Demonstrates some effort to stay abreast of new knowledge, skills, and understanding of concepts related to technology use as defined by ISTE	Demonstrates continual efforts to stay abreast of new technology knowledge, skills, and understanding of concepts related to technology use as defined by ISTE
II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES			
Teachers plan and design effective learning environments and experiences supported by technology. The teacher:			
Developing (1)	Approaching (2)	Meets (3)	Exceeds (4)
<ul style="list-style-type: none"> Shows minimal attention to developmental needs and student diversity Demonstrates awareness in discussion but does not implement current research and theory when planning technology-rich learning activities Shows no critical thinking in selecting software Shows awareness through discussion but does not anticipate technology-related classroom management issues and does not plan accordingly Demonstrates limited planning for strategies to facilitate student learning or technical skills 	<ul style="list-style-type: none"> Shows moderate attention to developmental needs and student diversity Gives minimal attention to current research and theory when planning technology-rich learning activities Shows minimal critical thinking in selecting software Anticipates technology-related classroom management issues but does not plan alternative actions Plans strategies to facilitate only technical skills 	<ul style="list-style-type: none"> Shows adequate attention to developmental needs and student diversity Mentions current research and theory when planning technology-rich learning activities Shows some critical thinking in selecting software Anticipates technology-related classroom management issues and plans a course of action Plans strategies to facilitate some of the following: students' higher order thinking, critical thinking about electronic information, OR technical skills 	<ul style="list-style-type: none"> Shows high attention to developmental needs and student diversity Applies current research and theory when planning technology-rich learning activities Shows extensive critical thinking in selecting software Anticipates technology-related classroom management issues and plans multiple courses of action Plans multiple strategies to facilitate students' higher order thinking, critical thinking about electronic information, ethical sensitivity, and technical skills

III. TEACHING, LEARNING, AND THE CURRICULUM			
Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. The teacher:			
Developing (1)	Approaching (2)	Meets (3)	Exceeds (4)
<ul style="list-style-type: none"> Does not address content or technology standards in lessons Limits use of technology to meet student needs Uses technology to develop skills that lack educational relevance Sporadically attempts to manage the student learning environment in a technologically rich classroom 	<ul style="list-style-type: none"> Addresses only technology standards in lessons, not content Uses technology to meet some needs of students Uses technology to develop isolated skills Attempts to manage the student learning environment in a technologically rich classroom with inconsistent results 	<ul style="list-style-type: none"> Addresses content standards and technology standards in lessons Uses technology to support learner-centered lessons to meet the diverse needs of students Uses technology to develop students' higher order skills and creativity Maintains a well-managed student learning environment in a technologically rich classroom 	<ul style="list-style-type: none"> Strategically addresses multiple content standards and multiple technology standards in lessons Strategically uses multiple technologies to support learner-centered lessons to meet the diverse needs of students Strategically uses multiple technologies to develop students' higher order skills and creativity Orchestrates a multifaceted student learning environment in a technologically rich classroom
IV. ASSESSMENT AND EVALUATION			
Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. The teacher:			
Developing (1)	Approaching (2)	Meets (3)	Exceeds (4)
<p>A. Inconsistently applies technology to assess student content learning</p> <p>B. Does not use technology resources to:</p> <ul style="list-style-type: none"> Collect, analyze data Interpret results Communicate findings <p>C. Inconsistently evaluates student technology use for one of the following:</p> <ul style="list-style-type: none"> Learning Communication Productivity 	<p>A. Attempts to use technology to assess student content learning</p> <p>B. Uses some technology resources to do at least one of the following:</p> <ul style="list-style-type: none"> Collect, analyze data Interpret results Communicate findings <p>C. Evaluates student technology use for at least one of the following:</p> <ul style="list-style-type: none"> Learning Communication Productivity 	<p>A. Uses technology within multiple measures to assess student content learning</p> <p>B. Shows ability to improve instructional practice and maximize student learning by using technology resources to:</p> <ul style="list-style-type: none"> Collect, analyze data Interpret results Communicate findings <p>C. Shows ability to use multiple measures to evaluate appropriate student technology use for:</p> <ul style="list-style-type: none"> Learning Communication Productivity 	<p>A. Flexibly uses technology within multiple measures to assess student content learning</p> <p>B. Consistently improves instructional practice and maximizes student learning by using technology resources to:</p> <ul style="list-style-type: none"> Collect, analyze data Interpret results Communicate findings <p>C. Consistently uses multiple measures to evaluate appropriate student technology use for:</p> <ul style="list-style-type: none"> Learning Communication Productivity

V. PRODUCTIVITY AND PROFESSIONAL PRACTICE			
Teachers use technology to enhance their productivity and professional practice. The teacher:			
Developing (1)	Approaching (2)	Meets (3)	Exceeds (4)
<ul style="list-style-type: none"> • Does not attempt to use technology resources to engage in professional development • Makes a limited attempt to evaluate, reflect on, and make informed decisions about classroom use of technology to support student learning • Makes an occasional attempt to use technology to increase personal productivity • Makes a limited attempt to communicate and collaborate with peers, parents, and the larger community to support student learning 	<ul style="list-style-type: none"> • Attempts to use technology resources to engage in some professional development • Attempts to evaluate, reflect on, OR make informed decisions about classroom use of technology to support student learning • Attempts to use technology to increase personal productivity • Attempts to communicate and collaborate with peers, parents, and the larger community to support student learning 	<ul style="list-style-type: none"> • Uses some technology resources to engage in some professional development • Evaluates, reflects on, and makes informed decisions about classroom use of technology to support student learning • Uses technology to increase personal productivity • Uses technology to communicate and collaborate with peers, parents, and the larger community to support student learning 	<ul style="list-style-type: none"> • Consistently uses technology resources to engage in professional development • Consistently seeks new resources to evaluate, reflect on, and make informed decisions about classroom use of technology to support student learning • Seeks out innovative technologies to increase personal productivity • Uses technology in multiple ways to communicate and collaborate with peers, parents, and the larger community to support student learning

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VI. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK–12 schools and apply that understanding in practice. The teacher:

Developing (1)	Approaching (2)	Meets (3)	Exceeds (4)
<ul style="list-style-type: none"> • Shows limited understanding of legal and ethical practice related to technology use • Makes no attempt to use technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities • Makes no attempt to identify and use technology resources that affirm diversity • Makes an inconsistent attempt to promote safe and healthy use of technology resources • Attempts to provide equitable access to technology resources for all students but inconsistently addresses issue 	<ul style="list-style-type: none"> • Demonstrates an understanding of legal and ethical practice related to technology use • Attempts to use technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities • Attempts to identify and use technology resources that affirm diversity • Attempts to promote safe and healthy use of technology resources • Attempts to provide equitable access to technology resources for all students 	<ul style="list-style-type: none"> • Models and teaches legal and ethical practice related to technology use • Uses technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities • Identifies and uses technology resources that affirm diversity • Promotes safe and healthy use of technology resources • Facilitates equitable access to technology resources for all students 	<ul style="list-style-type: none"> • Researches, evaluates, models and teaches legal and ethical practice related to technology use • Orchestrates multiple technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities • Actively researches, identifies and uses technology resources that affirm diversity • Actively researches, models, and promotes safe and healthy use of technology resources • Actively designs, models, and facilitates equitable access to technology resources for all students