Rubric Instructional Technology Specialist (ED)

Name:

Job Title:

Author:

Date:

School:

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Wellesley ITS Evaluation Rubric

Background & Description

The Wellesley rubric blends the Massachusetts Model Rubric's framework language with descriptive language from Dr. Kim Marshall's rubric and content language from:
ISTE NETS-C Standards for technology coaches.

Standard I: Curriculum, Planning, and Assessment

The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.

Indicators & Elements

Exemplary	Proficient	Needs Improvement	Unsatisfactory
The educator's performance consistently and significantly exceeds the requirements of a Standard and could serve as a district-wide model of practice.	The educator's performance fully and consistently meets the requirements of a Standard.	The educator's performance on a Standard is below the requirements of a Standard but is not considered to be Unsatisfactory at this time. Improvement is necessary and expected.	The educator's performance on a Standard & has not significantly improved following a rating of Needs Improvement, or the educator's performance is consistently below the requirements of a Standard & and is considered inadequate or both.

Curriculum & Planning: Knowledge of specialty area and of school's program and teacher skills

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Investigates, tests, and analyzes emerging technologies. Has extensive knowledge and expertise of specialty areas and trends in professional development. Promotes a vision of technology-enabled teaching and learning that includes use of best instructional practices and access to current information and technology tools. Is familiar with and deeply knowledgeable about the school's program and works to shape its future direction. Actively seeks information about teacher skill in delivering that program.	Stays current on emerging technologies. Demonstrates thorough knowledge of specialty areas and trends in professional development. Shares a vision of technology-enabled teaching and learning that includes use of best instructional practices and access to current information and technology tools. Demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Is somewhat familiar with emerging technologies. Demonstrates some familiarity of specialty areas and trends in professional development. Demonstrates some familiarity and vision of technology-enabled teaching and learning. Demonstrates some familiarity of the school's program and of teacher skill in delivering that program	Has little familiarity with emerging technologies. Demonstrates little familiarity of specialty areas and trends in professional development. Demonstrates little familiarity and vision of technology-enabled teaching and learning. Demonstrates little familiarity of the school's program and of teacher skill in delivering that program.

Curriculum & Planning: Planning Instructional Support

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Consistently promotes and supports an environment that expands teacher capacity through coaching, modeling and facilitating educators: In aligning technology literacy standards (NETS-S and any local/state student technology standards) in classroom instruction and assessment. In the design and implementation of technology-enhanced learning experiences making appropriate use of differentiation. In the effective use of diagnostic, formative, and summative assessments to measure student learning and technology literacy, including the use of digital assessment tools and resources. In the design of effective instructional programs that are aligned with district and school initiatives and leverages school and district schedules.	Usually promotes and supports an environment that expands teacher capacity through coaching, modeling and facilitating educators: In aligning technology literacy standards (NETS-S and any local/state student technology standards) in classroom instruction and assessment. In the design and implementation of technology-enhanced learning experiences making appropriate use of differentiation. In the effective use of diagnostic, formative, and summative assessments to measure student learning and technology literacy, including the use of digital assessment tools and resources. In the design of effective instructional programs that are aligned with district and school initiatives and leverages school and district schedules.	Sometimes Coaches, models or facilitates educators in some but not all areas: In aligning technology literacy standards (NETS-S and any local/state student technology standards) in classroom instruction and assessment. In the design and implementation of technology-enhanced learning experiences making appropriate use of differentiation. In the effective use of diagnostic, formative, and summative assessments to measure student learning and technology literacy, including the use of digital assessment tools and resources. In the design of effective instructional programs that are aligned with district and school initiatives and leverages school and district schedules.	Demonstrates limited interaction in coaching, modeling and facilitating educators: In aligning technology literacy standards (NETS-S and any local/state student technology standards) in classroom instruction and assessment. In the design and implementation of technology-enhanced learning experiences making appropriate use of differentiation. In the effective use of diagnostic, formative, and summative assessments to measure student learning and technology literacy, including the use of digital assessment tools and resources. In the design of effective instructional programs that are aligned with district and school initiatives and leverages school and district schedules.

Assessment/Analysis: Evaluates and analyzes the Instructional Support Program

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Consistently Provides evidence that their coaching and modeling practices helped other educators increase and improve technology use to support effective teaching, learning, and assessment strategies. Collaborates with colleagues to create a thorough evaluation plan that analyzes sources of evidence on an ongoing basis Uses analysis to define a clear path towards improving the program	Usually Provides evidence that their coaching and/or modeling practices helped other educators increase and/or improve technology use to support effective teaching, learning, and assessment strategies. Creates plan to evaluate the program that is organized around clear goals and collects relevant evidence to indicate the degree to which the goals have been met. Uses analysis to define a path towards improving the program	Sometimes Provides some evidence that their coaching and/or modeling practices helped other educators increase or improve technology use to support effective teaching, learning, and assessment strategies. Has rudimentary plan to evaluate the instructional support program. Uses limited analysis to define adjustments to improve the program	Does not collect evidence that their coaching and/or modeling practices helped other educators increase or improve technology use to support effective teaching, learning, and assessment strategies. Has no plan to evaluate the instructional support program or resists suggestions that such and evaluation is important Does not use analysis or define adjustments to improve the program

Indicators & Elements

Exemplary	Proficient	Needs Improvement	Unsatisfactory
The educator's performance consistently and significantly exceeds the requirements of a Standard and could serve as a district-wide model of practice	The educator's performance fully and consistently meets the requirements of a Standard.	Needs Improvement - The educator's performance on a Standard is below the requirements of a Standard but is not considered to be Unsatisfactory at this time. Improvement is necessary and expected.	The educator's performance on a Standard & has not significantly improved following a rating of Needs Improvement, or the educator's performance is consistently below the requirements of a Standard & and is considered inadequate or both.

Leadership: Leadership and Vision

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Works with administrators/ directors to: research, plan, develop, implement, and/or evaluating: a shared vision for the comprehensive use of technology to support a digital-age learning environment. technology-infused strategic plans at the school levels. policies, procedures, programs, and/or funding strategies to support their local school. innovative strategies for initiating and sustaining technology innovations and managing the change process in schools and classrooms.	Works with administrators/ directors to facilitate and implement, and evaluate: a shared vision for the comprehensive use of technology to support a digital-age learning environment. technology-infused strategic plans at the school levels. policies, procedures, programs, and/or funding strategies to support their local school. innovative strategies for initiating and sustaining technology innovations and managing the change process in schools and classrooms.	Limited work with administrators/ directors to facilitate and implement, and evaluate: a shared vision for the comprehensive use of technology to support a digital-age learning environment. technology-infused strategic plans at the school levels. policies, procedures, programs, and/or funding strategies to support their local school. innovative strategies for initiating and sustaining technology innovations and managing the change process in schools and classrooms.	Does not work with administrators/ directors and demonstrates little to no understanding of foundational concepts related to: Shared vision; Strategic planning; Policies, procedures, programs and funding; or Diffusion of innovations and managing the change process.

Instruction: Knowledge of Learners

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Has a comprehensive knowledge of development theories as to how learners learn and actively seeks new ideas. Designs, develops, and implements technology-rich professional learning programs that model principles of adult learning and promotes digital-age best practices in teaching, learning, and assessment.	Has a professional knowledge of development theories as to how learners learn, and is open to new ideas. Understands principles of adult learning and promotes digital-age best practices in teaching, learning, and assessment.	Has a few ideas of ways learners develop and learn and how to teach developmentally appropriate lessons on how learners learn.	Has little to no ideas on how to teach developmentally appropriate lessons or on how learners learn.

Instruction: Training and Professional Development

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Designs PD/Training that: breaks down complex tasks and address all learning needs, styles, and interests. engage staff in active learning with 21st century technology skills. have clear, measurable goals closely aligned with standards and unit outcomes. Utilizes an appropriate mix of multicultural learning materials.	Designs PD/Training that target several learning needs, styles, and interests. are relevant, motivating, and likely to engage learners in active learning. focus on measurable outcomes aligned with unit goals. use an effective, multicultural mix of materials.	Designs PD/Training with some thought as to how to accommodate special needs learners. that will catch some learners' interest and perhaps get a discussion going. with some consideration of long-term goals. that involve a mixture of good resources	Designs PD/Training with no differentiation. with very little likelihood of motivating or involving learners. aimed primarily at entertaining learners that rely mainly on mediocre resources

Learning Environment: Culture for ongoing instructional improvement

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Establishes a culture of professional inquiry in which teachers initiate projects to undertake with the support of the ITS. Promotes an environment where teachers share best practices using digital tools. Leads teachers in, models and facilitates the use of emerging technologies, digital tools, and resources to engage their students in authentic technology-enhanced learning experiences	Establishes a culture of professional inquiry in which teachers seek assistance from ITS to improve their instructional skills. Promotes teacher independence through coaching followed by a gradual release of responsibility for technology-enhanced learning experiences.	Attempts to establish a culture for ongoing instructional improvement so that teachers do not resist the offerings of support by the ITS.	Conveys the sense that improving instruction is externally mandated and is not important to school improvement.

Learning Environment: Collaborative Learning Environment

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Initiates and enhances effective collaboration with classroom teachers. Uses and promotes the use of digital communication and collaboration tools.	Responds to collaboration requests with classroom teachers. Collaborates with teachers and administrators to select and evaluate digital tools and resources that enhance teaching and learning and are compatible with the school technology infrastructure.	Limited collaboration with classroom teachers.	Does not collaborate with classroom teachers.

Learning Environment: Engaging teachers

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Researches and produces resources related to improving digital-age learning environments. Presents materials in a highly engaging way so teachers take initiative in suggesting new areas for growth.	Presents materials to engage teachers in acquiring new instructional skills.	Presents materials and Is partially successful in engaging teachers in professional learning.	Makes no effort to engage teachers in professional learning.

Learning Environment: Digital-Age Learning Environment

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Demonstrates understanding through leading and modeling of foundational concepts: Leads a roll out of technology-rich learning environments and/or implement online and blended learning in their schools. Provides evidence that their maintenance, management, troubleshooting, selection, and evaluation activities resulted in increased student and educator access to current technologies. Produces resources related to improving digital-age learning environments that are used by educators beyond their local school.	Demonstrates understanding through modeling of foundational concepts: Models use of technology-rich learning environments and/or implement online and blended learning in their schools. Uses strategies to maintain, manage, troubleshoot, select, and evaluate activities that target increased student and educator access to current technologies. Shares resources related to improving digital-age learning environments that are used by educators within their local school.	Demonstrates basic understanding through modeling of foundational Concepts: Identifies examples of technology-rich learning environments and/or online and blended learning in their schools. Identifies strategies for managing, troubleshooting, selecting, and evaluating activities that maintain student and educator access to classroom technologies. Identifies resources related to improving digital-age learning environments.	Demonstrates limited understanding of foundational concepts related to: classroom management and collaborative learning; managing digital-age tools and resources; online and blended learning; adaptive and assistive technology; basic troubleshooting; selecting and evaluating digital tools and resources; or communication & collaboration

Cultural Proficiency: Respectful Differences

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Shows respect, empathy and fairness to learners' diverse backgrounds, identities, strengths and challenges; builds strong relationships.	Is fair and respectful towards learner differences and builds positive relationships with most learners.	Is fair and respectful towards most learners and builds positive relationships with some.	Can be unfair and disrespectful to learners; plays favorites.

Cultural Proficiency: Respectful Environment

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Consistently establishes an environment in which learner's respect and affirm their own and others' differences. provides evidence that strategies they have implemented promote digital equity, respect for diversity, cultural understanding, and global awareness. provides evidence that strategies they have implemented align technology-related practices to safe, healthy, legal, and ethical uses of technology. produces resources related to digital citizenship and responsibility that are used by educators beyond their local school.	Establishes an environment in which learner's respect and affirm their own and others' differences. coaches teachers in, model and promote strategies for achieving equitable access to digital tools and resources and technology-related best practices for all students and teachers. coaches teachers in and model and facilitate the safe, healthy, legal, and ethical uses of digital information and technologies. coaches teachers in and model and facilitate the use of digital tools and resources to support diverse student needs, enhance cultural understanding, and increase global awareness.	Attempts to establish an environment in which learner's respect and affirm their own and others' differences. Identifies examples for achieving equitable access to digital tools and resources and technology-related best practices for all students and teachers. explains key issues, principles, policies, and legislation that define/influence what is considered safe, healthy, legal, and ethical uses of digital information and technologies in K-12 schools. identifies examples of how digital-age communication and collaboration tools are used to promote diversity, cultural understanding, and global awareness through local and global interactions among students, peers, parents, and the larger community.	Establishes an environment in which learners demonstrate limited respect for individual differences. demonstrates limited understanding of foundational concepts related to (1) digital equity, (2) safe, healthy, legal and ethical use, or (3) diversity, cultural understanding, and global awareness.

Expectations: Clear Expectations

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Effectively and consistently communicates and enforces specific standards for learner work, effort, and behavior.	Consistently communicates and enforces specific standards for learner work, effort, and behavior.	Ineffectively communicates and enforces specific standards for learner work, effort, and behavior.	Does not make specific academic and behavior expectations clear to learners.

Expectations: High Expectations

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Actively instills a "growth" mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels.	Demonstrates learners that effective effort, not innate ability, is the key to high quality work.	Doesn't counteract learners' misconceptions about innate ability.	Communicates a "fixed" mindset about ability: some learners have it, some don't.

Expectations: Access to Knowledge

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Shows learners exactly what's expected by posting essential questions, goals, rubrics, and exemplars of proficient work.	Gives learners a clear sense of purpose by posting the unit's essential questions and the lesson's goals.	Tells learners the main learning objectives of each lesson.	Begins lessons without giving learners a sense of where instruction is headed.

Standard III: Family and Community Engagement.

The ITS promotes the learning and growth of all learners through effective partnerships with families, caregivers, community members, and organizations.

Indicators & Elements

Exemplary	Proficient	Needs Improvement	Unsatisfactory
The educator's performance consistently and significantly exceeds the requirements of a Standard and could serve as a district-wide model of practice.	The educator's performance fully and consistently meets the requirements of a Standard.	The educator's performance on a Standard is below the requirements of a Standard but is not considered to be Unsatisfactory at this time. Improvement is necessary and expected.	The educator's performance on a Standard & has not significantly improved following a rating of Needs Improvement, or the educator's performance is consistently below the requirements of a Standard and is considered inadequate or both.

Engagement/ Collaboration/ Communication: Digital Citizenship and Communicating with Families

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Clearly communicates appropriate expectations for digital citizenship, and encourages parents to do the same at home. Provides families additional resources to support expectations. Promotes, models and facilitates safe, healthy, legal, and ethical uses of digital information and technologies. models and promotes strategies for achieving equitable access to digital tools and resources and technology-related best practices for all students and teachers.	Communicates appropriate expectations for digital citizenship and encourages parents to do the same at home. models and facilitates safe, healthy, legal, and ethical uses of digital information and technologies. Facilitates strategies for achieving equitable access to digital tools and resources and technology-related best practices for all students and teachers.	May be ineffective in communicating appropriate expectations for digital citizenship.	Does not communicate appropriate expectations for digital citizenship.

Engagement/ Collaboration/ Communication: Responsiveness

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Consistently deals immediately and successfully with parent concerns.	Responds promptly to parent concerns.	Is slow to respond to some parent concerns.	Does not respond to parent concerns.

Engagement/ Collaboration/ Communication: Culturally Proficient Communication

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Shows great sensitivity and respect for family and community culture, values, and beliefs. models and promotes cultural understanding, and global awareness by using digital-age communication and collaboration tools to interact locally and globally with students, peers, parents, and the larger community.	Communicates respectfully with parents and is sensitive to different families' culture and values. Demonstrates cultural understanding, and global awareness by using digital-age communication and collaboration tools to interact locally and globally with students, peers, parents, and the larger community.	Is inconsistent in demonstrating sensitivity to the culture and beliefs of learners' families.	Is often insensitive to the culture and beliefs of learners' families.

Standard IV: Professional Culture.

The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice

Indicators: Elements

Exemplary	Proficient	Needs Improvement	Unsatisfactory
The educator's performance consistently and significantly exceeds the requirements of a Standard and could serve as a district-wide model of practice.	The educator's performance fully and consistently meets the requirements of a Standard.	The educator's performance on a Standard is below the requirements of a Standard but is not considered to be Unsatisfactory at this time. Improvement is necessary and expected.	The educator's performance on a Standard & has not significantly improved following a rating of Needs Improvement, or the educator's performance is consistently below the requirements of a Standard and is considered inadequate or both.

Reflection and Growth: Reflective Practice

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best. Continuously evaluates and reflects on their professional practice and dispositions to improve and strengthen their ability to effectively model and facilitate technology-enhanced learning experiences.	Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well. Exercises thought about their own behavior and professional practice to improve their ability to effectively model and facilitate technology-enhanced learning experiences.	Can occasionally be persuaded to try out new classroom practices. Occasionally Exercises thought about their own behavior and professional practice to improve their ability to effectively model and facilitate technology-enhanced learning experiences.	Is not self-reflective or open to ideas for improving technology-enhanced teaching and learning.

Reflection and Growth: Goal-setting

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Sets challenging, measurable goals both individually and with colleagues based on self-assessment and analysis of data.	Sets challenging, measurable goals both individually and with colleagues based on self-assessment and analysis of data.	Proposes goals that are sometimes vague or easy to achieve and/or bases goals on a limited self-assessment and analysis of student learning data.	Passively participates in the goal-setting process and/or proposes goals that are vague or easy to reach.

Collaboration: Professional Collaboration

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Meets regularly with colleagues to plan units, and share ideas. Actively seeks out feedback and suggestions and uses them to improve performance. Is a highly active member of the school community.	Meets with colleagues to plan units, share teaching ideas Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. Is an active member of the school community.	Meets occasionally with colleagues to share ideas Listens to other viewpoints and responds to suggestions and criticism. On occasion contributes to the school community.	Rarely meets with colleagues, and conversations lack educational substance. Does not listen to other viewpoints and/or does not respond to suggestions and criticism. Does not contribute to the school community.

Decision-Making

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Is a positive team player and frequently contributes valuable ideas and expertise to teacher teams to further the school and district's mission	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school.

Professional and Shared Responsibilities: Judgement

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Is invariably ethical, honest, and above- board, uses impeccable judgment, and respects confidentiality.	Is ethical and above-board, uses good judgment, and maintains confidentiality.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Acts in an ethically questionable manner, uses poor judgment, and/or discloses student information.

Professional and Shared Responsibilities: Reliability and Responsibility

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late. Is consistently present and engaged in meetings and activities and often in a leadership role.	Is punctual and reliable with paperwork, duties, and assignments Is present and engaged in meetings and activities.	Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines. Is inconsistently present and engaged in meetings and activities.	Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines. Is often unengaged in meetings and activities.