

	Educator Use of Technology	Leadership	Content of Technology Training	Student Use of Technology	Technology Integration
Developing	<ul style="list-style-type: none"> Teachers use e-mail and word processing programs Technology not used to review student assessment information 	<ul style="list-style-type: none"> Recognizes benefits of technology in instruction Limited use of technology 	<ul style="list-style-type: none"> Teachers become acquainted with technology (i.e., basic computer skills) 	<ul style="list-style-type: none"> Infrequent use by students as a basic tool for drill and practice, and/or integrated learning labs 	<ul style="list-style-type: none"> Teacher-centered lectures Teachers allow students to use technology to work on individual projects
Developing Examples	Teacher checks email on a regular basis and types worksheets rather than handwriting them	Teacher attends technology staff developments, however rarely uses it in his/her classroom; Teachers allow academically gifted students to use technology or create projects when their other work is done	Teacher can use his/her computer for their own purpose, however they rarely have students use them for educational purposes	Teacher uses the computer for iXL, study island, and iStation. Students use word processing for typing information for memorization.	Teacher shows keynotes instead of writing on the board; Students type their papers and do research on their own computer
Proficient	<ul style="list-style-type: none"> Streamlined administrative tasks (grades, attendance, lesson planning, etc) Technology used infrequently to review student assessment information 	<ul style="list-style-type: none"> Recognizes benefits of technology in instruction for all students and supports use of technology in instruction Routinely uses technology in some aspects of daily work 	<ul style="list-style-type: none"> Teachers learn to use technology in the classroom (i.e., administration, management, and or presentation software; Internet as a research tool) 	<ul style="list-style-type: none"> Frequent individual use by students to access information resources for communication and presentation projects 	<ul style="list-style-type: none"> Teacher-directed learning Teachers encourage students to use technology for cooperative projects in their own classrooms Teachers use technology projects as an alternative form of assessment
Proficient Examples	Teacher puts grades into Angel/NCWISE; Teacher types lessons up rather than using a lesson plan book; teacher views EOQ scores in Scantron	Teacher allows all students to use technology and uses PDF's on the computer rather than paper copies of most assignments	Teacher can use Keynote and/or Smart Notebook software. Using Angel for day to day assignments and administration of lessons. Encourages research via the computer	Students complete research on the computer and create individual projects such as keynotes and podcasts to display their information	Teacher gives students websites to find information on for research; Teacher uses rubrics to grade technology work for students; Students work together to create limited projects
Accomplished	<ul style="list-style-type: none"> Technology used for research; creating templates for students; multimedia and graphical presentations and simulations; and correspondence with experts, peers, and parents Technology frequently used to review student assessment information 	<ul style="list-style-type: none"> Recognizes and identifies exemplary use of technology in instruction for all students Models use in daily work including communications, presentations, on-line collaborative projects and management tasks 	<ul style="list-style-type: none"> Teachers learn to use technology with curriculum/students (i.e., integration skills for creating learner-centered technology projects using Internet, applications, multimedia presentations, data collection; making accommodations with assistive technologies; etc.) 	<ul style="list-style-type: none"> Students regularly use technology for working with peers and experts, evaluating information, analyzing data and content in order to solve problems, and evaluating individual progress 	<ul style="list-style-type: none"> Teacher-facilitated learning Teachers establish communities of inquiry for students to collaborate with community members
Accomplished Examples	Teachers use email, Skype, and discussion boards in class; Teacher uses discovery education to get the students involved in virtual simulations. Teachers use EVAAS data to make predictive analysis for student achievement.	Teacher uses the computers for more than typing papers or viewing websites. Students are given the opportunity to create projects on their computers and begin using them as mind tools	Students research independently or in groups and create projects such as iMovies or podcasts to display their knowledge	Students use Numbers to graph data and see changes over time; Students collaborate in their writing and peer edit through the use of collaborative tools	Teachers allow students to generate their own questions and find the resources to answer these questions in groups. Teacher allows for open projects such that students are able to present their findings to the class and differentiate in their own product of learning.
Distinguished	<ul style="list-style-type: none"> Teachers explore and evaluate new technologies and their educational impact; technology used for inquiry, analysis, collaboration, creativity, content production, and communication Technology regularly used to review student assessment information which results in needed changes in instruction 	<ul style="list-style-type: none"> Promotes exemplary use of technology in instruction for all students; advocates and encourages parental and communal involvement in the training and integration of technology and education Maintains awareness of emerging technologies; participates in job-related professional learning using technology resources 	<ul style="list-style-type: none"> Teachers learn about emerging technologies and their uses with curriculum/ students (i.e., creation and communication of new technology-supported, student-centered projects) Vertically aligned integration of all technology within NCSCOS 	<ul style="list-style-type: none"> Students regularly use technology for working collaboratively in communities of inquiry to propose, assess, and implement solutions to real world problems, and for evaluating and analyzing their own assessment information to improve learning Students communicate effectively with a variety of audiences 	<ul style="list-style-type: none"> Student-centered learning Teachers act as mentors/ facilitators with national / international business, industry, and university communities of inquiry to develop 21st century skills Technology is vital to all curriculum areas and integrated on a daily basis
Distinguished Examples	Teachers voluntarily attend unrequired staff development or other academic classes; Teacher communicates with other learners or experts in the field and participates in electronic communities as learner and contributor. Teacher constantly uses data in iStation, Study island, iXL, Angel, and Scantron to assess students and differentiate instruction	Teacher explores technology on his/her own in order to better teach these technologies to the students and integrate them into the curriculum; Attends or helps lead parents "Staff" development; Attends unrequired staff development. Teacher is member of MTAC team and mentors and leads other teachers in their grade or subject areas.	Teacher tries new things on a regular basis and is not afraid for something to fail or not work; Teacher communicates with grades below his/hers to improve for upcoming students and communicates to grades ahead of hers where students are ready to go with the computers	Students communicate with other classrooms through Skype; Teachers share student projects with other classes; Students assess their own work and provide peer editing for their classmates. Students create meaningful, stand alone projects that are posted for community/international benefit.	Teachers encourage collaboration, creativity, and critical thinking on a day to day basis. Teacher actively looks for interactive online activities, tools and/or encourages students to find new tools to share with the class that make a rich and varied learning environment.