



Technology Integration Task & Assessment Rubric

This task is completed for the first time during your field experience practicum and a second time during student teaching.

To demonstrate your competency with using technology in the teaching/learning process, you are required to:

1. Create lessons that incorporate technology using the OWU lesson plan template striving for the highest level of technology integration that is developmentally appropriate for the learners and the context in which you are teaching.
2. Select one lesson plan that represents your best work integrating technology into your teaching; and then
3. Write a reflective narrative after teaching the technology lesson. The narrative should address the following prompts:
 - Describe your classroom context and why you believe you have implemented technology in a developmentally appropriate manner for the learners that you are teaching.
 - Explain why you believe your use of technology provided opportunities for your students to engage in an authentic and active manner for learning?

Each time you submit you submit this assignment, please combine your technology lesson plan and written reflective narrative into one document and upload it into TK20.

Minimum Scoring Criteria:

You must earn a minimum score of “adequate” on all indicators. You must redo the assignment until you have reached at least the minimum expectations for technology integration.



Ohio Wesleyan University
 Teacher Education Program
 Technology Integration to Support Student Learning

Technology Integration Rubric

| | | EXCELLENT Exceeds Expectations | PROFICIENT Meets Expectations | ADEQUATE Partially Meets Expectations | UNSATISFACTORY Fails to Meet Expectations |
|---|---|--|--|---|---|
| Use of Technology is Developmentally Appropriate | Students' use of technology supports engagement with moderately challenging tasks <i>(cognitive development)</i> | Technology use by students engages ALL students in a moderately challenging cognitive task. | Technology use by students engages MOST students in a moderately challenging cognitive task. | Technology use by students engages SOME students in a moderately challenging cognitive task. | Technology use is an add- on that is used to keep students busy |
| | Students' use of technology supports <i>collaboration and cooperation (social- emotional development)</i> | Technology use by students supports peer collaboration. | Technology use by students allows for peer collaboration. | Technology use by students provides opportunities to share ideas. | Technology use by students provides for limited opportunities for working with others. |



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|--|---|---|--|--|--|
| Use of Technology Fosters Higher-Order Thinking. | <u>Scaffolded Learning</u> Technology use scaffolds learning to make it easier to understand concepts or ideas. | Technology use intentionally scaffolds learning to make it easier to understand concepts/ideas that wouldn't be possible w/o technology | Technology use intentionally scaffolds learning to make it easier to understand concepts/ideas | Technology use incidentally scaffolds learning to make it easier to understand concepts/ideas | Technology use provides limited or no opportunities to scaffold learning |
| | <u>Authentic Learning</u> Technology tools link the learning activities to the world increasing relevance and student motivation | Innovative use of technology within the learning activities that allows for student-directed exploration of the world beyond the classroom. | Technology use linked to relevant learning activities and allows for teacher-directed exploration of the world beyond the classroom. | Technology use related to learning activities with some meaningful relevant context for the students. | Technology use is limited to a predetermined and/or textbook-like curriculum unrelated to the students' interests or personal lives. |
| | <u>Active Learning</u> Use of technology supports students' active engagement in learning | <u>Student-Centered Instruction</u> | | <u>Teacher-Centered Instruction</u> | |
| | | Students use technology to engage in discovery learning. | Students use technology to extend their learning. | Students use technology to apply prior learning. | Students passively receive information. |
| Aligned Instructional Plan | Technology use is aligned to the LTs, instruction, and assessment | Technology selected is tightly/ <i>strongly aligned</i> to the LTs, instruction and assessment. | Technology selected is <i>aligned to the LTs, instruction and assessment.</i> | Technology selected is <i>aligned to the LTs and instruction</i> but not assessment. | Technology selected is <i>not aligned</i> to the LTs and/or instruction and assessment. |
| Rationale | <u>Quality of Technology Integration Justification</u> | The reflection provides a detailed justification for why technology use was developmentally appropriate, and how it provided students with a scaffolded, authentic <i>and</i> active learning experience. | The reflection provides a general justification for why technology use was developmentally appropriate, and how it provided students with a scaffolded, authentic <i>and</i> active learning experience. | The reflection provides an unclear justification for why technology use was developmentally appropriate and how it provided students with a scaffolded, authentic <i>and</i> active learning experience. | The reflection does not describe why technology use was developmentally appropriate and how it provided a scaffolded, an authentic, <i>or</i> an active learning experience. |