EDT 634 Rubric: Technology Adoption Case Study (updated 5/15/15)

by Grand Valley Education Administrator

Technology Adoption Case Study

Standards

INTASC-2013.7 Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

ISTE-NETS-C.1 Visionary Leadership: Technology Coaches inspire and participate in the development and implementation of a shared vision for the comprehensive integration of technology to promote excellence and support transformational change throughout the instructional environment.

ISTE-NETS-C.1.a Contribute to the development, communication, and implementation of a shared vision for the comprehensive use of technology to support a digital-age education for all students

ISTE-NETS-C.1.b Contribute to the planning, development, communication, implementation, and evaluation of technology-infused strategic plans at the district and school levels

ISTE-NETS-C.1.c Advocate for policies, procedures, programs, and funding strategies to support implementation of the shared vision represented in the school and district technology plans and guidelines

ISTE-NETS-C.1.d Implement strategies for initiating and sustaining technology innovations and manage the change process in schools and classrooms

ISTE-NETS-C.4 Professional Development & Program Evaluation: Technology coaches conduct needs assessments, develop technology-related professional learning programs, and evaluate the impact on instructional practice and student learning.

ISTE-NETS-C.4.a Conduct needs assessments to inform the content and delivery of technology-related professional learning programs that result in a positive impact on student learning

Directions to the Student

Develop a case study of technology adoption including teacher training and
support drawing on the literature on educational change and school improvement that spell out how technology will be integrated into a particular school setting.

Rubric Instructions

For each row of the rubric, assess on a 0-3 scale by selecting a score from the right-side columns for the element on the left-side of the same row.

PLEASE NOTE: Percentages and Grades

PLEASE NOTE: Percentages and Grades within LiveText should be ignored. When a rubric is completed in LiveText, a percentage may appear within the rubric. This percentage will not be regarded by the College of Education and is no reflection of the Grand Valley student’s grade or performance within the course. It is a result of assigning numeric values to the columns of the rubric. This numbering generates numeric data for the College of Education to inform us of areas within our courses that we need to improve in the future. Likewise, LiveText provides instructors with a grading tool to grade assignments in LiveText. The College of Education asks faculty not to use this tool, as official grades are currently managed through Banner. Any grade shown in LiveText is non-official and should not be regarded by LiveText users.

Please also remember that an "assessment" is not an end goal, nor is it the same as a course grade. Rather, an assessment is a learning tool that demonstrates students’ ability to meet course expectations and allows the College of Education to look for ways to improve our programs. An assessment is also not a student satisfaction/opinion survey. Instead, it is a direct measure of student learning and development outcomes. Providing students with access to these assessments ensure all College of Education students have the ability to showcase their progress throughout their program(s) and beyond graduation.

Technology Adoption Case Study

<table>
<thead>
<tr>
<th></th>
<th>Proficient (3) (3.000 pts)</th>
<th>Developing (2) (2.000 pts)</th>
<th>Unsatisfactory (1) (1.000 pt)</th>
<th>Unacceptable (0) (0.000 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context, measures of success and roles clearly defined (1.000, 16%) ISTE-NETS-C.4.a</td>
<td>Framing clearly defines a working context, measures of success and roles</td>
<td>Framing vaguely defines a working context, measures of success and role</td>
<td>Framing does not define a working context, measures of success or role</td>
<td>Unacceptable</td>
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<tr>
<td>Clearly defined vision for comprehensive use of technology to support digital age learning for all students (1.000, 16%) ISTE-NETS-C.1.a</td>
<td>Framing clearly defines a vision for comprehensive use of technology in support of digital age learning for all students</td>
<td>Framing loosely defines a vision for comprehensive use of technology in support of digital age learning for all students</td>
<td>Framing does not define a vision for comprehensive use of technology in support of digital age learning for all students</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>Includes strategies for sustaining technology innovation and change in schools and classrooms (1.000, 16%) ISTE-NETS-C.1.d</td>
<td>Includes strategies for sustaining technology innovation and change in schools and classrooms</td>
<td>Includes strategies for sustaining technology innovation OR change in schools and classrooms</td>
<td>Does not include strategies for sustaining technology innovation OR change in schools and classrooms</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>Clear rationale with consideration of impact on students with limited or no access to technology at home (1.000, 16%) INTASC-2013.7</td>
<td>Rationale builds a clear case for technology and includes discussion of the impact for students with limited access to technology</td>
<td>Rationale builds a weak case for technology but does not include discussion of the impact for students with limited access to technology</td>
<td>Rationale does not build a case for technology or include discussion of the impact for students with limited access to technology</td>
<td>Unacceptable</td>
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<tr>
<td>Includes policies, procedures, programs and funding to support implementation of shared district vision (1.000, 16%) ISTE-NETS-C.1.c</td>
<td>Includes policies, procedures, programs and funding to support implementation of shared district vision for technology</td>
<td>Loosely defined policies, procedures, programs and funding to support implementation of shared district vision for technology</td>
<td>Loosely defined policies, procedures, programs OR funding to support implementation of shared district vision for technology</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>Plan is clearly aligned with strategic plans, school improvement goals and objectives (1.000, 16%) ISTE-NETS-C.1.b</td>
<td>Plan is clearly aligned with strategic plans, school improvement goals and objectives</td>
<td>Plan is vaguely aligned with strategic plans, school improvement goals and objectives</td>
<td>Plan is not aligned with strategic plans, school improvement goals and objectives</td>
<td>Unacceptable</td>
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