

MEDIA AND TECHNOLOGY PROGRAM EVALUATION RUBRICS

NOTE: “**Most**” represents more than half and “**some**” represents less than half. Terms designated with an asterisk* are defined at the end of the document.

TEACHING AND LEARNING

	OUTSTANDING	DEVELOPING	MINIMUM	BELOW MINIMUM
INSTRUCTIONAL DELIVERY – Meaningful instruction in the full range of concepts and skills that students need to interact effectively with all information resources.				
INTEGRATION	Information and Computer/Technology skills are integrated with all curriculum areas and grade levels. <input type="checkbox"/>	Information and Computer/Technology skills are integrated across most curriculum areas and grade levels. <input type="checkbox"/>	Information and Computer/Technology skills are integrated across core curriculum areas* and some grade levels. <input type="checkbox"/>	Information and Computer/Technology skills are taught in isolation from curriculum areas. <input type="checkbox"/>
DIFFERENTIATED INSTRUCTION	Differentiated instruction* is addressed through instructional strategies designed for all students. <input type="checkbox"/>	Differentiated instruction* is addressed through instructional strategies designed for most students. <input type="checkbox"/>	Differentiated instruction* is addressed through instructional strategies designed for some students. <input type="checkbox"/>	Differentiated instruction* is not provided. <input type="checkbox"/>
LEARNING STYLES	The learning styles* of all students are addressed through a variety of instructional resources and strategies. <input type="checkbox"/>	The learning styles* of most students are addressed through a variety of instructional resources and strategies. <input type="checkbox"/>	The learning styles* of some students are addressed through a variety of instructional resources and strategies. <input type="checkbox"/>	Learning styles* are not addressed in instructional resources and strategies. <input type="checkbox"/>
LITERACIES FOR THE DIGITAL AGE	All learning experiences promote literacies for the digital age* . <input type="checkbox"/>	Most learning experiences promote literacies for the digital age* . <input type="checkbox"/>	Some learning experiences promote literacies for the digital age* . <input type="checkbox"/>	Learning experiences do not promote literacies for the digital age* . <input type="checkbox"/>
RESOURCES IN LEARNING EXPERIENCES	All learning experiences are examined for application of appropriate resources. <input type="checkbox"/>	Most learning experiences are examined for application of appropriate resources. <input type="checkbox"/>	Some learning experiences are examined for application of appropriate resources. <input type="checkbox"/>	Learning experiences do not include the application of appropriate resources. <input type="checkbox"/>
RESEARCH PROCESS	A systematic research process* is consistently implemented school-wide. <input type="checkbox"/>	A systematic research process* is implemented at some grade levels or departments. <input type="checkbox"/>	A systematic research process* is implemented in some classrooms. <input type="checkbox"/>	No systematic research process* is implemented. <input type="checkbox"/>
FLEXIBLE ACCESS FOR INSTRUCTION	Media and technology flexible access for instruction is implemented at all grade levels. <input type="checkbox"/>	A fixed/flex media and technology schedule for instruction is implemented for no more than a year, and a plan for the implementation of flexible access in the following year is in place. <input type="checkbox"/>	A fixed/flex media and technology schedule for instruction is implemented. <input type="checkbox"/>	Fixed scheduling for media and technology instruction is implemented at all grade levels. <input type="checkbox"/>

TEACHING AND LEARNING

	OUTSTANDING	DEVELOPING	MINIMUM	BELOW MINIMUM
COLLABORATION – Partnership between media and technology professionals and teachers to design instructional activities that promote student achievement <i>(See Collaborative Planning Session Rubric for additional information)</i>				
COLLABORATION BETWEEN SLMC & TF	Collaboration occurs between media and technology personnel all the time. <input type="checkbox"/>	Collaboration occurs between media and technology personnel most of the time. <input type="checkbox"/>	Collaboration occurs between media and technology personnel on some occasions. <input type="checkbox"/>	Collaboration does not occur between media and technology personnel. <input type="checkbox"/>
COLLABORATIVE ENVIRONMENT	An environment based on shared instructional goals, a shared vision, and a climate of trust and respect is established that fosters collaboration between media and technology personnel and all teachers. <input type="checkbox"/>	An environment based on shared instructional goals, a shared vision, and a climate of trust and respect is established that fosters collaboration between media and technology personnel and most teachers. <input type="checkbox"/>	An environment based on shared instructional goals, a shared vision, and a climate of trust and respect is established that fosters collaboration between media and technology personnel and some teachers. <input type="checkbox"/>	An environment that fosters collaboration between media and technology personnel has not been established. <input type="checkbox"/>
COLLABORATION FOR DATA-DRIVEN INSTRUCTION	Media and technology personnel consistently collaborate with teachers in using assessment data to design instructional activities. <input type="checkbox"/>	Media and technology personnel frequently collaborate with teachers in using assessment data to design instructional activities. <input type="checkbox"/>	Media and technology personnel occasionally collaborate with teachers in using assessment data to design instructional activities. <input type="checkbox"/>	Media and technology personnel do not collaborate with teachers. <input type="checkbox"/>
BEST PRACTICES	The media and technology program implements best practices* for instruction at all grade levels. <input type="checkbox"/>	The media and technology program implements best practices* for instruction at most grade levels. <input type="checkbox"/>	The media and technology program implements best practices* for instruction in some classrooms or at some grade levels. <input type="checkbox"/>	The media and technology program does not implement best practices* for instruction. <input type="checkbox"/>
INSTRUCTIONAL FEEDBACK	Instructional feedback* is provided to students all of the time to ensure that learning goals are being met. <input type="checkbox"/>	Instructional feedback* is provided to students most of the time to ensure that learning goals are being met. <input type="checkbox"/>	Instructional feedback* is provided to students some of the time to ensure that learning goals are being met. <input type="checkbox"/>	Instructional feedback* is not provided to students to ensure that learning goals are being met. <input type="checkbox"/>
CO-TEACHING	An environment is established that fosters co-teaching* between media and technology personnel and all teachers. <input type="checkbox"/>	An environment is established that fosters co-teaching* between media and technology personnel and most teachers. <input type="checkbox"/>	An environment is established that fosters co-teaching* between media and technology personnel and some teachers. <input type="checkbox"/>	An environment for co-teaching* between media and technology personnel and teachers has not been established. <input type="checkbox"/>

TEACHING AND LEARNING

	OUTSTANDING	DEVELOPING	MINIMUM	BELOW MINIMUM
PROFESSIONAL DEVELOPMENT – Appropriate professional development provided for individual growth.				
PROFESSIONAL DEVELOPMENT	Professional development for teachers related to the media and technology program is included in the school-wide professional development plan and addresses school improvement plan goals. <input type="checkbox"/>	Professional development for teachers related to the media and technology program is included in the school-wide professional development plan. <input type="checkbox"/>	Professional development for teachers related to the media and technology program is provided in isolation from the school-wide professional development plan. <input type="checkbox"/>	Professional development for teachers related to the media and technology program is not provided. <input type="checkbox"/>
MEDIA AND TECHNOLOGY PROFESSIONAL DEVELOPMENT	Media and technology personnel are provided professional development opportunities through local, state, and national conference/workshop attendance that are a part of the school-wide professional development plan. <input type="checkbox"/>	Media and technology personnel are provided professional development opportunities through local or state conference/workshop attendance that are a part of the school-wide professional development plan. <input type="checkbox"/>	Media and technology personnel are provided professional development opportunities through local or state conference/workshop attendance. <input type="checkbox"/>	Media and technology personnel are not provided professional development opportunities. <input type="checkbox"/>