Essential Conditions Rubric
ISTE National Educational Technology Standards (NETS)

ESSENTIAL CONDITIONS	INITIATES	APPROACHES	MEETS	EXCEEDS
Shared Vision There is proactive leadership and support for the implementation of technology in teaching and learning from the entire educational system	Each area within the university and the local school district has an idea of how technology should be implemented and supported. However, there has not been an open consensus built around the vision with a concrete implementation plan.	A collaborative consensus-building process has been used to establish a consistent and well -articulated vision for the implementation of technology to support learning/teaching for students, parents, teachers, and faculty in the classroom and home. However, there is little evidence of a concrete and thorough implementation plan to support the vision.	University leaders, teacher education program administrators, faculty, school district teachers and administrators have reached consensus on a shared vision for the P-18 school community in their use of technology for teaching and learning. A well-articulated implementation plan has been collaboratively designed and proactively supported by the leadership.	There is a dynamic and on-going consensus-building process for establishing and revising a proactive, shared vision for supporting technology in teaching and learning in the P-18 school community. The implementation plan reflects not only the shared vision but also a collaborative atmosphere the sharing of resources to bring the vision to life.
Access Educators have access to current technologies, software, and telecommunications networks	Student access to technology is limited to lab settings. Faculty and teacher access to the technology hardware is inconsistently limited to offices or workspaces. Access to technology resources is tightly controlled creating a negative atmosphere surrounding its use.	Access to technology is available in the classroom to support student learning and faculty teaching and productivity. Access to technology resources is growing to include both classroom and lab settings for student use. Inconsistent access to telecommunica-tions and network resources	Access to current technologies, software, and telecommunications networks is provided for P-18 students teachers, faculty, and support personnel in each classroom and both inside and outside the school and during and beyond the school day.	The university and school district jointly support on-demand-access to technology resources--hardware and software, telecommunications and other online resources for students and faculty including classroom, home, and community access.
Skilled Educators Educators are skilled in the use of technology for learning	P-18 faculty and teachers are skilled in the basic professional productivity tools using technology primarily for their own productivity in relationship to teaching and learning(creating plans, syllabi, writing letters and reports)	P-18 faculty, teachers, students, and teacher candidates are skilled in the uses of technology for teaching and learning. (Both teachers and students are using the technology productivity tools and basic web-based resources)	All P-18 faculty, teachers, supervising personnel (co-operating teachers, supervisors, and administrators), and teacher candidates are skilled users of technology to improve teaching, learning, assessment, evaluation, and school management	Because the stakeholders define educators as all those who participate in the educations of students, all who come in contact with students are skilled users of technology to support teaching and learning. The circle is expanded to include staff, parents, and supportive community members.
Professional Development Educators have consistent access to appropriate professional development to support technology use in teaching and learning.	Professional development in technology focuses only focuses on technology skills and is limited in offering. The university and school districts do not communicate to the larger community about professional development opportunities that occur online or elsewhere in the vicinity.	Professional development is provided for all, but not based on a needs assessment of the faculty, teachers, students, or teacher candidates, on a comprehensive technology plan, and the modes of delivery may be limited.	P-18 faculty are provided with timely, on-going, needs-based professional develop-ment opportunities for technology skill development and application of technology in teaching and learning with adequate time and equipment to be successful. There are professional development opportunities offer on-site delivery, variety in mode of delivery, and are evaluated for effectiveness and satisfaction. Professional development is based on a comprehensive curricular and technology plan.	P-18 faculty, teachers, students and teacher candidates have access to professional development 'on-demand' in a mode suitable to various learning styles. The professional development is financially supported by the educational agency with necessary resources provided. Professional development opportunities are regularly evaluated and revised with innovative input from participants encouraged to design new opportunities.
Technical Assistance Educators have technical assistance for maintaining and using the technology.	Technical assistance for P-18 faculty, teachers, teacher candidates, and students is viewed as inconsistent or inadequate by faculty, teachers, teacher candidates, and students. Issues of access and quality are unresolved.	Technical assistance for P-18 faculty, teachers, teacher candidates, and students is readily available but is limited to troubleshooting hardware. Technical assistance for supporting teaching and learning is not a clearly defined role or is understaffed and, therefore, not useful.	Technical assistance for P-18 faculty, teachers, teacher candidates, students, staff, and administrators is accessible on site, and includes mentoring to enhance skills in managing classroom hardware and software resources and facilitating effective instructional strategies to support teaching, learning, communication, and collaborations.	Technical assistance for P-18 faculty, teachers, teacher candidates, students, staff, and administrators is available 24/7. The technical assistance includes paid staff, identified peer and student mentors, and on site content and pedagogy specialists for supporting the use of technology in teaching and learning.

Essential Conditions Rubric
ISTE National Educational Technology Standards (NETS)

ESSENTIAL CONDITIONS	INITIATES	APPROACHES	MEETS	EXCEEDS
Content Standards and Curriculum Resources Educators are knowledgeable in their subject matter and current in the content standards and teaching methodologies in their discipline(s).	Educators begin to feel comfortable implementing content-area standards and understand which teaching methodologies are most appropriate. Knowledge of the ISTE NETS is limited. ISTE NETS is viewed as a separate subject from content area standards. The use of technology-based content area resources in teaching and learning is unclear.	Educators are comfortable with how to meet content area standards and teaching methodologies in their discipline. Although aware of technology use and integration, access to and knowledge about using technology-based resources and supporting methodologies is limited, inconsistent, and somewhat disconnected to the objective of the lessons.	P-18 faculty, teachers, and teacher candidates are knowledgeable in the subject areas they teach. Technology-based curriculum resources that are appropriate in meeting content standards are readily accessible and appropriately applied.	P-18 administrators, faculty, teachers, and teacher candidates are knowledgeable about the subject areas they teach and the technology-based resources appropriate to support student learning. Faculty and teachers regularly share innovative ideas for use of technology resources to support standards-based instruction.
Student-Centered Teaching Teaching in all settings encompasses student-centered approaches to learning.	Teacher/faculty directed instruction is the predominant mode of instruction. The teacher is "on stage" in teaching and in using technology, with little student interaction. When technology is used, students often work alone. The tasks provide little student interaction, cooperative learning, or project-based learning.	P-18 faculty, teachers, and teacher candidates attempt to implement student-centered approaches to learning, but allow insufficient time, inappropriate technology-based resources and/or incomplete directions for the students to successfully complete the activity.	P-18 faculty, teachers, and teacher candidates routinely use student-centered approaches to learning (meaningful active, cooperative, and project-based learning) that facilitate appropriate student use of technology.	P-18 faculty, teachers, and teacher candidates routinely use student-centered approaches to learning including constructivist pedagogy (allowing students to create/identify/construct their own problems or scenarios and/or innovative solutions to complex problems) facilitating appropriate student use of technology-based resources.
Assessment There is continuous assessment of the effectiveness of technology for learning.	Technology is periodically assessed in terms of frequency of teacher/faculty use and presence of hardware or resources ,but not in terms of the effects on instruction and student learning. Simple grade book packages may be used for examining student learning data.	The use of technology is assessed in terms of looking at teacher use and student outcomes in some curriculum areas. Technology is used for aggregating student performance data for the purpose of making curriculum decisions.	With administrative support, P-18 and teachers model integration of technology and assessment to measure the effectiveness of technology-supported teaching strategies. Results are used to examine student outcomes and inform future planning, teaching, and drive further assessment, as well as, to inform procurement, policy, and curriculum decisions.	There is an institutional commitment to comprehensive use of technology in assessment for the purposes of informing teaching, learning, policy, and budgetary decisions. A shared vision of how technology resources are assessed, upgraded and retired, indicating a support of instruction at all levels P-18.
Community Support The community and school partners provide expertise, support, and resources.	The university, schools, and community are inconsistently connected causing unnecessary duplication of efforts and resources. Although there is awareness of real -world uses of technology, there is little connection in teaching and learning experiences.	In an effort to make connections with the use of technology in real -world settings, many experiences are contrived. The teaching and learning are often one dimensional—with either the school or community carrying the burden.	Students, teacher candidates, teachers, and faculty experience technology in real-world settings making connections to models of technology use in the community.	The school and community are integral to the mission and vision of each other. An atmosphere reflecting reciprocity in teaching and learning – assisting and informing each other exists. Faculty, teachers, and teacher candidates are actively involved in community-based, technology-rich experiences in the process of learning content.
Support Policies School and university policies, financing, and reward structures are in place to support technology in teaching and learning.	The incentive and reward structures are perceived to limit faculty, teacher, and teacher candidate willingness to be innovative with the use of technology in teaching and learning. Resources for technology are not designated in the budget, but are pulled from other budget lines to support technology needs	Some policies appear to support the integration of technology in teaching and learning while others continue to obstruct progress. Inconsistency in the application of policies leads to confusion about the goals for technology resources	The personnel and resource acquisition policies, budgets for programs, technology-based resources, and rewards and incentive structures for P-18 faculty, teachers, and teacher candidates include policies regarding technology skills, availability, and evaluation systems to support the use of technology in teaching, learning, and professional collaboration.	Administrative support policies including budgeting, personnel, reward and incentive structures are consistent and supportive of a shared, proactive, dynamic vision for the use of technology in teaching, learning, and administration. Budgets provide ongoing support for technology-related materials, supplies, repair, and replacement and technical assistance personnel.