

HARRIS COUNTY DEPARTMENT OF EDUCATION – EDUCATOR PREPARATION PROGRAM

International Society for Technology Education (ISTE) Standards and T-TESS Performance Level Alignment Matrix and Assessment Tool					
	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p><i>ISTE Standard 1: Learner</i></p> <p>Continually improves own practice</p>	<p>Consistently explores technology learning experiences and collaborative opportunities; is willing to take risks in learning to improve one's own practice and student learning</p>	<p>Regularly takes initiative to improve own practice in/with technology and contribute to the improvement of others' practice; does so independently and in collaboration with others</p>	<p>Continually improves own practice by learning from and with others to explore technology practices that can be used to improve student learning</p>	<p>Shows some attempts to improve own practice through technology; might be relying solely on course-related and/or internship-required learning experiences as the basis for improvement (as opposed to seeking out learning to improve practice)</p>	<p>Does not improve own practice using technology, whether rarely improving or actively resisting improving</p>
<p><i>ISTE Standard 2: Leader</i></p> <p>Seeks out opportunities to lead colleagues</p>	<p>Consistently seeks out and/or creates opportunities to lead colleagues in the use of technology in order to improve teaching and learning on behalf of students and/or the broader school community</p>	<p>Regularly seeks out opportunities to lead colleagues in the use of technology in order to improve teaching and learning on behalf of students</p>	<p>Seeks out opportunities to lead colleagues in the use of technology in order to improve teaching and learning on behalf of students</p>	<p>Sometimes seeks out opportunities to lead colleagues in the use of technology in order to improve teaching and learning on behalf of students</p>	<p>Does not seek out opportunities to lead colleagues in the use of technology in order to improve teaching and learning on behalf of students</p>

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<p><i>ISTE Standard 3: Citizenship</i></p> <p>Models positive and responsible digital citizenship</p>	<p>Always models positive and responsible digital citizenship for/with students, fosters digital literacy, and helps colleagues and families to consider how to promote digital citizenship and literacy</p>	<p>Regularly models positive and responsible digital citizenship for/with students and fosters digital literacy</p>	<p>Models positive and responsible digital citizenship for/with students and fosters digital literacy</p>	<p>Sometimes models positive and responsible digital citizenship for/with students and fosters digital literacy</p>	<p>Does not model positive and responsible digital citizenship for/with students – this may include not creating digital citizenship expectations or learning experiences and/or missing or ignoring opportunities to reinforce responsible citizenship</p>
<p><i>ISTE Standard 4: Collaborator</i></p> <p>Intentionally collaborates with colleagues and/or students</p>	<p>Consistently collaborates with colleagues and/or students to practice, discover and share technology resources and ideas that promote student learning and/or collaboration; uses collaborative tools to expand students' authentic real-world learning experiences</p>	<p>Regularly collaborates with colleagues and/or students to practice, discover and share technology resources and ideas that promote student learning and/or collaboration; uses collaborative tools and is exploring how to use them to expand students' authentic real-world learning</p>	<p>Uses digital tools to collaborate with colleagues and/or students to practice, discover and share technology resources and ideas that promote student learning and/or collaboration</p>	<p>Inconsistently uses digital tools to collaborate with colleagues and/or students to practice, discover and share technology resources and ideas that promote student learning and/or collaboration</p>	<p>Rarely uses digital tools to collaborate with colleagues and/or students to practice and share technology resources that promote student learning and/or collaboration</p>

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	and engage with others locally and globally	experiences to engage with others locally and/or globally			
<p><i>ISTE Standard 5: Designer</i></p> <p>Designs activities and environments that recognize and accommodate learner variability</p>	Consistently designs activities and/or environments using technology that recognize and accommodate learner variability and has become a leader in this area who is sought out by colleagues and/or students	Regularly designs activities and/or environments using technology that recognize and accommodate learner variability	Can design an activity and/or environment using technology that recognizes and accommodates learner variability and identify the strengths and limitations of the design	Attempts to design an activity and/or environment using technology that begins to recognize and accommodate learner variability and begins to identify the strengths and limitations of the design	Does not attempt to design an activity and/or environment using technology that recognizes and accommodates learner variability - or - creates a design that does not accommodate learner variability well enough to be supportive to the learner
<p><i>ISTE Standard 6: Facilitator</i></p> <p>Creates and facilitates student learning experiences</p>	Consistently creates and facilitates learning experiences that allow students to design how they will use technology independently to express their learning	Regularly creates and facilitates learning experiences that allow students to use technology independently to express their learning	Creates and facilitates learning experiences that allow students to use technology independently to express their learning (i.e., puts technology in the hands of students)	Sometimes creates and facilitates learning experiences that allow students to use technology to express their learning – may still be working on frequency and/or student role for	Does not create and facilitate learning experiences that allow students to use technology – avoids technology and/or does not provide meaningful learning with it

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				meaningful learning and development	
<p><i>ISTE Standard 7: Analyst</i></p> <p>Uses technology platforms to design student assessment</p>	Consistently uses technology to design, enact, and analyze student assessment and share data with students and their families	Regularly uses technology to design, enact, and analyze student assessment	Has shown the ability to use technology to design, enact, and analyze student assessment (formative and/or summative)	Attempts to use technology to design, enact, and/or analyze student assessment but runs into challenges with the technology platform and/or assessment process	Does not use technology to design, enact, and analyze student assessment