Technology for Teaching and Learning

Description of the assessment and its use in the program

    All candidates in initial programs are required to demonstrate their use of technology for teaching and learning during the clinical experience (student teaching for the B.Ed. programs and the internship for the diploma programs.) Candidates are instructed to create and teach a single lesson in which student use of technology is an essential component. (Students must need the technology to learn the concept and/or skill and to complete the lesson.)

Scoring Rubric

	Unsatisfactory	Needs Improvement	Satisfactory	Target
Technology in teaching	Teacher uses technology to display information.	Teacher uses technology to present information that is appropriate for students. Technology provides little or no help in support of the learning opportunity for students.	Teacher uses interactive technology or technologies to present lesson that is appropriate for students. Technology supports lesson objectives. Technology is helpful to the learning opportunity provided to students.	Teacher creatively uses diverse technologies to make learning more motivating, authentic, and effective. Technology is interactive, engaging, and clearly supports lesson objectives. Technology is essential to the learning opportunity provided to students.
	Standards **International- Qatar National Professional Standards for Teachers and School Leaders (2011)** **Category:** National Professional Standards for Teachers (SEC, 2007) **Standard:** 1. Structure innovative and flexible learning experiences for individuals and groups of students **Standard:** 2. Use teaching strategies and resources to engage students in effective learning **International- Qatar University CED Standards- Bachelor or Diploma in Education (2013)** **PLO:** PLO 3. Use current and emerging technologies in instructionally powerful ways.			
Technology for learning	Students use technology for single-purpose tasks isolated from lessons and objectives.	Students use technology, but for routine, low-level word processing, presentation, and/or spreadsheet processes and functions.	Students use technology effectively in a learning opportunity that would be difficult or impossible to do without technology.	Students engage with technologies that enable them to create, investigate, and/or analysis information. The use of technology empowers students to be self-directed learners.
	Standards **International- Qatar National Professional Standards for Teachers and School Leaders (2011)** **Category:** National Professional Standards for Teachers (SEC, 2007) **Standard:** 1. Structure innovative and flexible learning experiences for individuals and groups of students **Standard:** 2. Use teaching strategies and resources to engage students in effective learning **International- Qatar University CED Standards- Bachelor or Diploma in Education (2013)** **PLO:** PLO 2. Plan effective instruction to maximize student learning. **PLO:** PI 2a. Design instructional plans to maximize student learning. **PLO:** PLO 4. Foster successful learning experiences for all students by addressing individual differences.			
Assistive technologies	Identifies assistive technologies.Identifies assistive technologies.	Identifies assistive technologies and identifies students' needs, but does not match ATs to specific needs.	Identifies appropriate assistive technologies to enhance learning of students with specific exceptionalities.	Identifies creative uses of readily available technologies to enhance the learning opportunities of students with

	Unsatisfactory	Needs Improvement	Satisfactory	Target
				exceptionalities, correctly matching the solution to the learning challenge and learning objective.
	Standards **International- Qatar National Professional Standards for Teachers and School Leaders (2011)** **Category:** National Professional Standards for Teachers (SEC, 2007) **Standard:** 1. Structure innovative and flexible learning experiences for individuals and groups of students **International- Qatar University CED Standards- Bachelor or Diploma in Education (2013)** **PLO:** PLO 4. Foster successful learning experiences for all students by addressing individual differences.			
Creativity and Higher Level Thinking	Technology use does not encourage or allow for higher-level thinking or creativity.	Technology use allows for creativity and higher - level thinking, although in a limited way.	Technology use allows for creativity and higher - level thinking.	Technology use encourages creativity and higher-level thinking.
	Standards **USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation** **Domain:** INSTRUCTION **Standard 3.3:** Development of critical thinking, problem solving, performance skills--Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills;			
Reflection	Reflection discusses student learning.	Reflection discusses student learning; may identify connections between technology and learning.	Reflection discusses students learning; identifies ways in which technology affects learning.	Reflection focuses on student learning; clearly and insightfully identifies the ways in which technology interacts, enhances, or restricts learning.